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ABSTRACT

Produced in response to a school board's directive to develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis, this instructional packet is intended for use by teachers of a course in language arts basic skills for middle school and junior high school students. The packet contains preparatory sheets, activity sheets, evaluation sheets and answer keys for several reading skill areas. Skills covered include (1) vocabulary development, (2) word recognition, (3) spelling, (4) determining the main idea, (5) finding information in a message, (6) determining cause and effect, (7) inferring feeling and emotions, (8) distinguishing fact from fiction, (9) identifying an irrelevant statement in a passage, (10) following oral and written directions, (11) locating resource materials, (12) using the dictionary, and (13) following directions on a map. (FL)

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LANGUAGE ARTS BASIC SKILLS

MIDDLE/JUNIOR HIGH

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Instructional Mini-Packet, Reading Standards

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Reading Standard--A: The student will acquire a basic vocabulary as determined by a specified word list.

A-1: Associate words which are the same or opposite in meaning.

READING STANDARD A-1 – PREPARATORY SHEET 1
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

TEACHER DIRECTED

EXPLANATION: A synonym is a word which means the same or nearly the same as another.

LIST OF SYNONYMS

1. huge – enormous
2. beautiful – pretty
3. tiny – small
4. detergent – soap
5. difficult – hard
6. breeze – wind
7. assist – help
8. blend – mix
9. drowsy – sleepy
10. attractive – pretty
11. deceased – dead
12. scrawny – skinny
13. impolite – rude
14. unhappy – sad
15. supervisor – boss
16. search – look
17. miniature – tiny
18. glisten – shine
19. sketch – draw
20. pursue – follow
21. swift – quick
22. protect – guard
23. mighty – powerful
24. idea – thought
25. gorgeous – splendid

26. journey – trip
27. anxious – worried
28. shears – scissors
29 entire – whole
30 repair – fix
31. moist – damp
32. ebony – black
33. compel – force
34. vigorous – energetic
35. task – chore
36. burro – donkey
37. emblem – symbol
38. bundles – packages
39. exhausted – tired
40. brilliant – smart (shiny)
41. humorous – funny
42. rapid – fast
43. fortunate – lucky
44. argue – fight
45. furious – angry
46. slender – thin
47. equivalent – equal
48. error – mistake
49. frighten – scare
50. terrible – awful

Continued on next page

READING STANDARD A-1 – PREPARATORY SHEET 1

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

(Continued)

51. courageous — brave
52. vicious — hostile
53. pioneers — settlers
54. annoyed — bothered
55. abrupt — sudden
56. request — ask
57. argument — quarrel
58. fragment — piece
59. reliable — dependable
60. excellent — outstanding
61. precious — valuable
62. soil — dirt
63. yelled — shouted
64. wicked — evil
65. rip — tear
66. slender — thin
67. pupil — student
68. quarrel — fight
69. furnace — oven
70. invent — create
71. purchase — buy
72. rage — anger
73. regular — ordinary
74. aid — help
75. supervisor — boss
76. beneath — under
77. faith — belief
78. concise — brief
79. amiable — friendly
80. serene — calm
81. abhors — hates
82. valiant — brave
83. gloomy — dark
84. arrange — organize
85. search — hunt
86. friend — comrade
87. conceal — hide
88. dynamite — explosives
89. caution — warning
90. huge — enormous
91. automobile — car
92. delicious — tasty
93. bravery — courage
94. unhappy — sad
95. expensive — costly
96. cultivate — grow
97. drowsy — sleepy
98. blend — mix
99. shears — scissors
100. annoyed — bothered

READING STANDARD A-1 — PREPARATORY SHEET 2

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

TEACHER DIRECTED

EXPLANATION: An antonym is a word that is opposite in meaning to another word.

LIST OF ANTONYMS

1. quiet — noisy
2. weak — strong
3. pollute — clean
4. mend — break
5. ordinary — unusual
6. dangerous — safe
7. whisper — scream
8. lost — found
9. first — last
10. finish — start
11. never — always
12. best — worst
13. north — south
14. front — back
15. wonderful — awful
16. exit — entrance
17. forward — backward
18. difficult — easy
19. sharp — dull
20. interior — exterior
21. enormous — tiny
22. winter — summer
23. autumn — spring
24. simple — complex
25. difference — similarity
26. raise — lower
27. increase — decrease
28. interesting — boring
29. remember — forget
30. everybody — nobody
31. frequently — occasionally
32. friend — enemy
33. empty — full
34. woman — man
35. frail — strong
36. original — copy
37. detach — attach
38. brilliant — dull
39. sweet — sour
40. all — none
41. black — white
42. morning — evening
43. deep — shallow
44. aunt — uncle
45. smooth — rough
46. smile — frown
47. sunset — sunrise
48. under — over
49. ill — healthy
50. early — late

Continued on next page

READING STANDARD A-1 – PREPARATORY SHEET 2

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

(Continued)

51. nephew – niece
52. raw – cooked
53. fact – opinion
54. purchased – sold
55. pretty – ugly
56. identical – different
57. ancient – modern
58. follow – lead
59. wet – dry
60. expensive – cheap
61. juvenile – adult
62. rich – poor
63. east – west
64. humble – proud
65. nervous – calm
66. support – oppose
67. ascend – descend
68. succeed – fail
69. import – export
70. empty – full
71. love – hate
72. joy – sorrow
73. narrow – wide
74. earth – sky
75. open – shut
76. question – answer
77. above – below
78. careless – careful
79. win – lose
80. tight – loose
81. many – few
82. asleep – awake
83. friend – enemy
84. rude – polite
85. odd – even
86. peace – war
87. include – exclude
88. public – private
89. life – death
90. worthless – valuable
91. strict – lenient
92. learn – teach
93. ally – enemy
94. poverty – wealth
95. reveal – hide
96. negative – positive
97. throw – catch
98. arrive – leave
99. necessity – luxury
100. poison – antidote

READING STANDARD A-1 – PREPARATORY SHEET 3

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

TEACHER DIRECTED

EXPLANATION:

I. LARGE GROUP GAMES

A. BEES

1. **SYNO-BEE** – Divide class into two or more teams. Teacher reads a word from "List of Synonyms" and student must give a synonym. Choose one person to keep score.

2. **ANTO-BEE** – Play the same way as "SYNO-BEE" but use "List of Antonyms"

B. BINGO

1. **Synonym Bingo** – Duplicate blank BINGO sheets and decide on definite synonyms. Have each student fill in his own card. Teacher calls word and student must mark synonym. The rings from pop-top cans make excellent markers. The conventional rules of Bingo apply.

2. **Antonym Bingo** – Same as above, using antonyms.

II. SMALL GROUP GAMES

A. CONCENTRATION

1. **Synonym Concentration** – Make a set of index cards with a word on one half and a synonym on the other.

Cut apart and laminate. Two or more players turn all cards face down. Each player turns over 2 cards. If they are synonyms, he keeps them and gets another turn. Player with the most matches wins.

2. **Antonym Concentration** – Same as above, using antonyms.

B. GO FISH

1. **Syno-fish** – Use concentration cards. Each player is dealt 5 cards and the rest are stacked in a deck in the center. One player will ask another for a synonym for one of his cards. If he gets it, he has a match; if not, he goes fishing from the deck. The player with the most matches wins.

Continued on next page

READING STANDARD A-1 – PREPARATORY SHEET 3
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

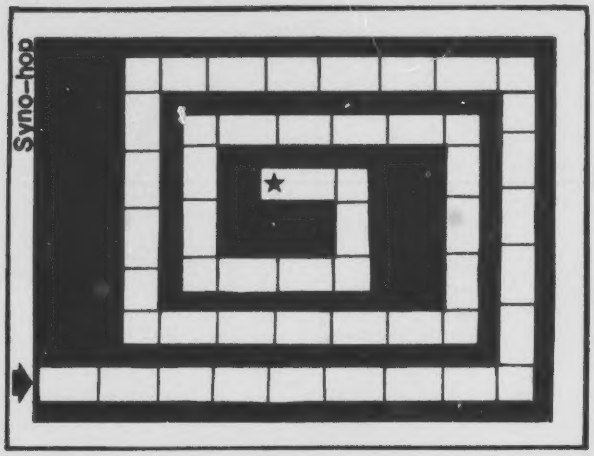
(Continued)

2. **Anto-fish –** Same as above, using antonym cards.

C. **HOP-A-LONG FOLDER**

1. **Syno-hop –** Draw a game board on a file folder. On each space write a word from "List of Synonyms". Each player rolls the dice and moves the number of spaces, saying the word and its synonym. If the word or the synonym is not known, the player returns to the start.

2. **Anto-hop –** Same as above, using antonyms.



Remember: Use these games throughout your study of words which are the same or opposite as a means of reinforcement.

READING STANDARD A-1 – ACTIVITY SHEET 1
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

A) *Student Directions:* *Number your paper from 1-10. Next to each number write the correct synonym.*

Example: 1. beautiful – pretty

______	1.	beautiful	a.	alter
______	2.	huge	b.	dangerous
______	3.	automobile	c.	task
______	4.	risky	d.	bundles
______	5.	afraid	e.	enormous
______	6.	chore	f.	scared
______	7.	packages	g.	symbol
______	8.	change	h.	pretty
______	9.	bravery	i.	courage
______	10.	emblem	j.	car

B) *Student Directions:* *Number your paper from 1-10. Match the antonyms by writing the word and its matching antonym.*

Example: 1. old – young

______	1.	old	a.	noisy
______	2.	quiet	b.	frail
______	3.	expensive	c.	lower
______	4.	strong	d.	copy
______	5.	raise	e.	brilliant
______	6.	detach	f.	young
______	7.	dull	g.	boring
______	8.	exciting	h.	unknown
______	9.	familiar	i.	cheap
______	10.	original	j.	attach

READING STANDARD A-1 – ACTIVITY SHEET 2

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

A) Student Directions: *Use a dictionary to find a synonym for each of the following words. Write the word and your synonym on a separate sheet of paper.*

Example: 1. delicious – tasty, yummy

1. delicious
2. unhappy
3. bonnet
4. fortunate
5. climate
6. wonderful
7. ill
8. bundles
9. dangerous
10. burro
11. exciting
12. tiny
13. defeat
14. expensive
15. astonished
16. barren
17. cultivate
18. mild
19. correct
20. aid

B) Student Directions: *Use a dictionary to find an antonym for each of the following words. Write the word and your antonym on a separate sheet of paper.*

Example: 1. friend – enemy

1. friend
2. ancient
3. narrow
4. satisfied
5. worthless
6. praise
7. lenient
8. public
9. together
10. receive
11. scream
12. increase
13. similar
14. slowly
15. sink
16. female
17. crooked
18. huge
19. height
20. heavy

READING STANDARD A-1 – ACTIVITY SHEET 3
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means almost the same as the underlined word. Write the correct synonym on your own paper.*

1. Ms. Smith is my **supervisor.**

   a. **employee**
   b. **boss**
   c. **mother**
   d. **neighbor**

2. I love **miniature** chocolates.

   a. **lowfat**
   b. **tiny**
   c. **carmel**
   d. **mint**

3. That math problem is very **difficult.**

   a. **long**
   b. **confusing**
   c. **hard**
   d. **ridiculous**

4. I'm too **drowsy** to drive home.

   a. **sleepy**
   b. **drugged**
   c. **excited**
   d. **sick**

5. Did you see that **enormous** shark?

   a. **dangerous**
   b. **hammerhead**
   c. **ferocious**
   d. **huge**

READING STANDARD A-1 – ACTIVITY SHEET 4

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means almost the same as the underlined word. Write the correct synonym on your own paper.*

1. The directions say to blend the sugar and butter.
   - a. cook
   - b. eat
   - c. mix
   - d. melt

2. Your mother is very attractive.
   - a. helpful
   - b. sweet
   - c. old
   - d. pretty

3. I can't believe you ate that whole pizza.
   - a. frozen
   - b. spicy
   - c. mushroom
   - d. entire

4. Where did you put the shears?
   - a. scissors
   - b. utensils
   - c. tools
   - d. toys

5. The thunder annoyed me.
   - a. bothered
   - b. struck
   - c. interested
   - d. hurt

READING STANDARD A-1 – ACTIVITY SHEET 5
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* **opposite** *of the underlined word. Write the antonyms on your own paper.*

1. The sunset was gorgeous on the ocean.

   a. sunrise
   b. sunshine
   c. sunlight
   d. sunflower

2. Autumn is my favorite season.

   a. Summer
   b. Fall
   c. Winter
   d. Spring

3. The exterior of the house was painted brown and beige.

   a. outside
   b. superior
   c. alterior
   d. interior

Continued on next page

READING STANDARD A-1 – ACTIVITY SHEET 5

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Continued

Student Directions: *Choose the word which means the* opposite *of the underlined word. Write the antonyms on your own paper.*

4. Detach the coupon and mail it to the store.

   a. cut
   b. replace
   c. attach
   d. copy

5. Be careful in the deep end of the pool.

   a. adult
   b. shallow
   c. hollow
   d. dangerous

READING STANDARD A-1 – ACTIVITY SHEET 6
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* opposite *of the underlined word. Write each antonym on your own paper.*

1. We **frequently** take a picnic lunch to the beach.

   a. always
   b. occasionally
   c. never
   d. usually

2. The two jobs are **identical.**

   a. interesting
   b. similar
   c. different
   d. difficult

3. This is my **best** painting.

   a. worst
   b. favorite
   c. modern
   d. classic

4. Please **include** your social security number on your job application.

   a. write
   b. exclude
   c. remember
   d. exempt

5. That dress is too **expensive.**

   a. ugly
   b. short
   c. cheap
   d. stylish

ACTIVITY ANSWER KEY

READING STANDARD A-1

ACTIVITY 1

	A.		B.
1.	h	1.	f
2.	e	2.	a
3.	j	3.	i
4.	b	4.	b
5.	f	5.	c
6.	c	6.	j
7.	d	7.	e
8.	a	8.	g
9.	i	9.	h
10.	g	10.	d

ACTIVITY 2 (Answers will vary.)

SAMPLE ANSWERS:

	A.		B.
1.	tasty	1.	enemy
2.	sad	2.	modern
3.	hot	3.	wide
4.	lucky	4.	dissatisfied
5.	weather	5.	valuable
6.	terrific	6.	criticism
7.	sick	7.	strict
8.	packages	8.	private
9.	risky	9.	separate
10.	donkey	10.	give
11.	fascinating	11.	whisper
12.	small	12.	decrease
13.	lose	13.	different
14.	costly	14.	quickly
15.	surprised	15.	float
16.	empty	16.	male
17.	grow	17.	straight
18.	calm	18.	tiny
19.	right	19.	weight
20.	help	20.	light

Continued on next page

ACTIVITY ANSWER KEY

READING STANDARD A-1 (continued)

ACTIVITY 3

1. b
2. b
3. c
4. a
5. d

ACTIVITY 4

1. c
2. d
3. d
4. a
5. a

ACTIVITY 5

1. a
2. d
3. d
4. c
5. b

ACTIVITY 6

1. b
2. c
3. a
4. b
5. c

READING STANDARD A-1 – EVALUATION I
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means almost the same as the underlined word. Write each synonym on your own paper.*

1. We had a severe thunderstorm during the night.

   a. quick
   b. mild
   c. heavy
   d. tropical

2. The troops surrounded the enemy.

   a. encircled
   b. released
   c. tortured
   d. surrendered

3. What a splendid sundae.

   a. expensive
   b. chocolate
   c. wonderful
   d. fattening

4. What's our scheme to surprise Donna?

   a. thought
   b. action
   c. decision
   d. plan

5. Jim was filled with sorrow when his dog died.

   a. anxiety
   b. grief
   c. ambition
   d. determination

READING STANDARD A-1 – EVALUATION II

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* opposite *of the underlined words. Write each antonym on your own paper.*

1. The process of evolution is a theory.

   a. fact
   b. opinion
   c. book
   d. plan

2. Sometimes televison shows are rather dull.

   a. long
   b. boring
   c. fascinating
   d. tedious

3. Bitter chocolate is best for baking brownies.

   a. dark
   b. low-fat
   c. creamy
   d. sweet

4. The length of the rug is twelve feet.

   a. width
   b. color
   c. size
   d. measurement

5. What was our profit on selling the house?

   a. gain
   b. loss
   c. percentage
   d. rate

READING STANDARD A-1 – EVALUATION III

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means almost the same as the underlined word. Write each synonym on your own paper.*

1. Our **expedition** out west ended in the Grand Canyon.

   a. relatives
   b. visit
   c. work
   d. trip

2. I had a **conversation** with our principal.

   a. argument
   b. discussion
   c. debate
   d. mediation

3. Albert Einstein was a **brilliant** person.

   a. mature
   b. funny
   c. kind
   d. smart

4. Gold is a **precious** metal.

   a. valuable
   b. pretty
   c. scarce
   d. cheap

5. According to the **legend**, King Arthur married Guinevere.

   a. musical
   b. song
   c. story
   d. fable

READING STANDARD A-1 – EVALUATION IV
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* opposite *of the underlined word. Write each antonym on your own paper.*

1. Mr. O'Donnell has gained twenty pounds.

   a. added
   b. lost
   c. moved
   d. lifted

2. Do you have modern furniture in your house?

   a. rattan
   b. contemporary
   c. antique
   d. wicker

3. Iran will release our hostages soon.

   a. study
   b. return
   c. free
   d. capture

4. Steak is best when it's cooked well-done.

   a. medium
   b. rare
   c. medium-rare
   d. medium-well

5. Your boss wants a copy of this immediately.

   a. eventually
   b. soon
   c. today
   d. document

READING STANDARD A-1 – EVALUATION V
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the same as the underlined word. Write each synonym on your own paper.*

1. I was astonished by the weather.

   a. pleased
   b. annoyed
   c. amused
   d. surprised

2. This sandwich is delicious.

   a. tasty
   b. spicy
   c. hot
   d. nutritious

3. We are fortunate to have a good president.

   a. supposed
   b. allowed
   c. lucky
   d. expecting

4. The infant's bonnet was coming off.

   a. diaper
   b. shirt
   c. hat
   d. shoes

5. Riding a roller coaster is an exciting experience.

   a. trying
   b. frightening
   c. tiring
   d. thrilling

READING STANDARD A-1 – EVALUATION VI

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* opposite *of the underlined word. Write each antonym on your own paper.*

1. He screamed to get my attention.

   a. sang
   b. yelled
   c. whispered
   d. hollered

2. The car was worthless after the wreck.

   a. ruined
   b. running
   c. working
   d. valuable

3. My parents are too strict!

   a. kind
   b. lenient
   c. friendly
   d. hard

4. That ancient museum is on the hill.

   a. modern
   b. tall
   c. antique
   d. old

5. She is learning judo.

   a. watching
   b. playing
   c. studying
   d. teaching

READING STANDARD A-1 – EVALUATION VII

ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means almost the same as the underlined word. Write each synonym on your own paper.*

1. Edison invented the light bulb.

   a. stored
   b. sold
   c. created
   d. bought

2. There was an abrupt storm while we were out in the boat.

   a. lightning
   b. mild
   c. sudden
   d. dangerous

3. Protect your eyes when you use power machines.

   a. watch
   b. guard
   c. use
   d. work

4. Did you use detergent on your car?

   a. paint
   b. wax
   c. oil
   d. soap

5. The clerk was very impolite.

   a. rude
   b. helpful
   c. lazy
   d. competent

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READING STANDARD A-1 – EVALUATION VIII
ASSOCIATE WORDS WHICH ARE THE SAME OR OPPOSITE IN MEANING

Student Directions: *Choose the word which means the* **opposite** *of the underlined word. Write each antonym on your own paper.*

1. That is the prettiest orchid I've ever seen.

   a. brightest
   b. nicest
   c. largest
   d. ugliest

2. You seem to be nervous about the test.

   a. calm
   b. confident
   c. restless
   d. angry

3. The morning breeze is cool.

   a. evening
   b. noon
   c. night
   d. daytime

4. Do you support the draft?

   a. vote
   b. oppose
   c. register
   d. like

5. I just purchased a Moped.

   a. bought
   b. sold
   c. rode
   d. polished

EVALUATION ANSWER KEY

READING STANDARD A-1

EVALUATION I

1. c
2. a
3. c
4. d
5. b

EVALUATION II

1. a
2. c
3. d
4. a
5. b

EVALUATION III

1. d
2. b
3. d
4. a
5. c

EVALUATION IV

1. b
2. c
3. d
4. b
5. a

Continued on next page

EVALUATION ANSWER KEY

READING STANDARD A-1 (continued)

EVALUATION V

1.	d
2.	a
3.	c
4.	c
5.	d

EVALUATION VI

1.	c
2.	d
3.	b
4.	a
5.	d

EVALUATION VII

1.	c
2.	c
3.	b
4.	d
5.	a

EVALUATION VIII

1.	d
2.	a
3.	a
4.	b
5.	b

A-2: Associate printed words with their oral equivalents.

READING STANDARD A-2 – PREPARATORY SHEET 1

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

DIRECTIONS: **Duplicate the following exercise. Ask students to circle the word called out.**

				CALL OUT
1.	a. accessible	b. access	c. accessory	access
2.	a. begrudge	b. begrudges	c. begrudging	begrudging
3.	a. aggravate	b. aggravates	c. aggravated	aggravate
4.	a. amended	b. amends	c. amendment	amends
5.	a. calculate	b. calculating	c. calculated	calculated
6.	a. cope	b. corrupt	c. coarse	corrupt
7.	a. complete	b. complicate	c. compile	complete
8.	a. expel	b. exceed	c. explain	exceed
9.	a. imperfect	b. important	c. impetuous	impetuous
10.	a. quote	b. quest	c. quota	quest

READING STANDARD A-2 – PREPARATORY SHEET 2

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

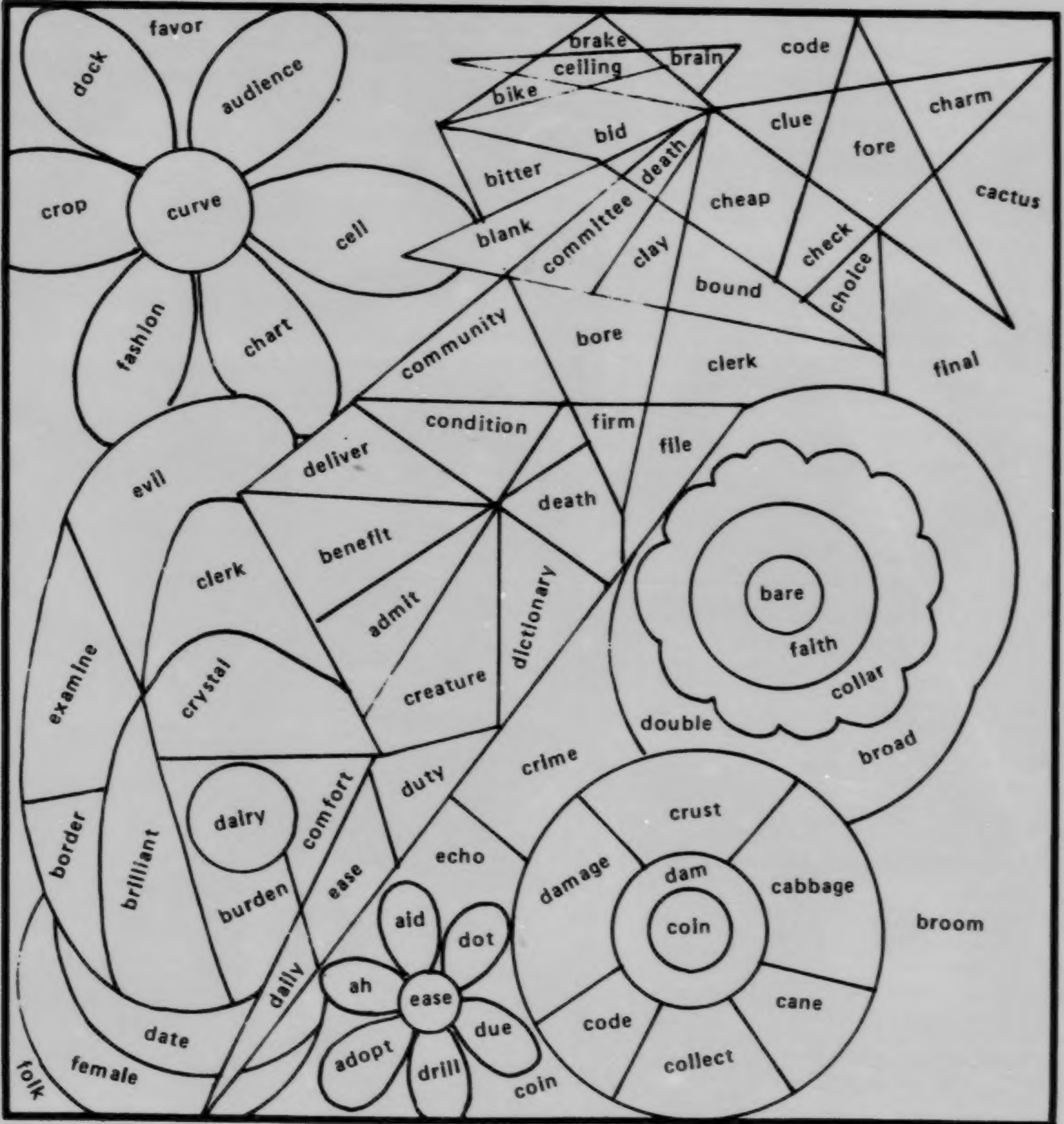
DIRECTIONS: Duplicate the following exercise. Ask students to circle the word called out.

				CALL OUT
1.	a. conceive	b. conserve	c. conservative	conserve
2.	a. appear	b. appeal	c. appease	appear
3.	a. prepare	b. predict	c. prefix	prefix
4.	a. pantry	b. pastry	c. paltry	pantry
5.	a. goal	b. gloat	c. goat	goal
6.	a. line	b. lien	c. linch	lien
7.	a. vacant	b. vacancy	c. vagrant	vacant
8.	a. typhoon	b. tycoon	c. type	tycoon
9.	a. verify	b. virtuous	c. variate	verify
10.	a. despise	b. delight	c. destroy	destroy

READING STANDARD A-2 – ACTIVITY SHEET 1

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

Student Directions: *Color in the space of the word your teacher says.*


favor
dock
audience
brake
ceiling
brain
bike
code
crop
curve
cell
bid
bitter
clue
fore
charm
blank
committee
death
cheap
cactus
clay
check
choice
bound
fashion
chart
community
bore
clerk
final
condition
firm
file
deliver
evil
death
benefit
clerk
admit
dictionary
bare
faith
collar
examine
crystal
creature
double
crime
broad
duty
crust
dairy
comfort
border
brilliant
echo
damage
dam
cabbage
burden
ease
aid
dot
coin
broom
daily
ah
ease
cane
code
due
date
adopt
drill
collect
folk
female
coin

READING STANDARD A-2 – ACTIVITY SHEET 1
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

Teacher Directions: *Dictate the following words to the students and have them color in the space of the word read.*

1. **creature**
2. **committee**
3. **daily**
4. **firm**
5. **ease**
6. **deal**
7. **duty**
8. **file**
9. **area**
10. **death**
11. **deliver**
12. **dictionary**
13. **community**
14. **condition**

READING STANDARD A-2 – ACTIVITY SHEET 2

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the letter of the correct word for each.*

1. a. young
   b. yield
   c. yellow
   d. yell

2. a. detour
   b. defer
   c. deter
   d. debtor

3. a. shatter
   b. setter
   c. shelves
   d. shelter

4. a. anti-war
   b. antigone
   c. antidote
   d. antithesis

5. a. contented
   b. contain
   c. contaminated
   d. contained

6. a. condemned
   b. contaminated
   c. condensed
   d. contained

7. a. elementary
   b. elevator
   c. escalator
   d. elevate

8. a. fragment
   b. family
   c. famine
   d. fragile

9. a. rein
   b. reindeer
   c. rain
   d. radar

10. a. pedometer
    b. pedestrians
    c. equestrians
    d. pentameter

Continued on next page

READING STANDARD A-2 – ACTIVITY SHEET 2
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. yield – **Yield** to the driver on the ramp. – yield
2. detour – The **detour** took use out of our way. – detour
3. shelter – Emergency **shelter** was set up during the hurricane – shelter
4. antidote – The **antidote** is milk. – milk
5. contaminated – Chemicals have **contaminated** our ocean. – contaminated
6. condemned – Motel Hideaway has been **condemned.** – condemned
7. elevator – Take the **elevator** to the tenth floor. – elevator
8. fragile – That package is marked **fragile.** – fragile
9. radar – **Radar** checks the speed. – radar
10. pedestrians – **Pedestrians** have the right of way. – pedestrians

READING STANDARD A-2 – ACTIVITY SHEET 3
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the letter of the correct word for each.*

1. a. **hospital**
b. **hostile**
c. **hostage**
d. **hotel**

2. a. **principal**
b. **prodigal**
c. **physical**
d. **physician**

3. a. **attempt**
b. **attire**
c. **attorney**
d. **attractive**

4. a. **flame**
b. **Florida**
c. **flora**
d. **flowers**

5. a. **thought**
b. **though**
c. **through**
d. **thorough**

6. a. **trapped**
b. **traffic**
c. **trunk**
d. **traitor**

7. a. **counted**
b. **counting**
c. **county**
d. **country**

8. a. **applicable**
b. **appetite**
c. **appointment**
d. **application**

9. a. **distracting**
b. **distraction**
c. **distractable**
d. **distracts**

10. a. **flagrant**
b. **flammable**
c. **flameproof**
d. **inflammable**

Continued on next page

READING STANDARD A-2 – ACTIVITY SHEET 3

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. hospital – I was in the **hospital** for a week. – hospital
2. physician – My **physician** took many tests. – physician
3. attorney – The **attorney** won the case. – attorney
4. Florida – **Florida** is the sunshine state. – Florida
5. thought – I **thought** I saw him at the dance. – thought
6. traffic – The **traffic** is heavy this time of day. – traffic
7. county – We live in Palm Beach **County**. – county
8. application – My **application** is in the mail. – application
9. distracting – The noise is **distracting** me. – distracting
10. flammable – Don't place **flammable** materials near the fire. – flammable

READING STANDARD A-2 – ACTIVITY SHEET 4
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the letter of the correct word for each.*

1. a. belittle
   b. believe
   c. belie
   d. below

2. a. straddle
   b. strapped
   c. straight
   d. strait

3. a. friend
   b. fiend
   c. fried
   d. freed

4. a. interpret
   b. interested
   c. interstate
   d. interest

5. a. foreign
   b. fourteen
   c. forty
   d. four in

6. a. explosion
   b. explosive
   c. exposition
   d. explode

7. a. export
   b. exponent
   c. expensive
   d. experience

8. a. count
   b. court
   c. country
   d. courted

9. a. differential
   b. difference
   c. difficult
   d. different

10. a. convicted
    b. convinced
    c. convict
    d. convenient

Continued on next page

READING STANDARD A-2 – ACTIVITY SHEET 4
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. believe – I **believe** in you. – believe
2. straight – McDonald's is **straight** ahead on your left. – straight
3. friend – Sally is my **friend.** – friend
4. interest – The bank is paying 9% **interest.** – interest
5. foreign – I like **foreign** cars. – foreign
6. explosion – Did you hear the **explosion?** – explosion
7. experience – You must have **experience** to work here. – experience
8. court – I hope I never have to go to **court.** – court
9. difficult – This work is not **difficult.** – difficult
10. convinced – You have **convinced** me to try again. – convinced

ACTIVITY ANSWER KEY

READING STANDARD A-2

ACTIVITY 1

* Teacher Check

ACTIVITY 2

1. b
2. a
3. d
4. c
5. c
6. a
7. b
8. d
9. d
10. b

ACTIVITY 3

1. a
2. d
3. c
4. b
5. a
6. b
7. c
8. d
9. a
10. b

ACTIVITY 4

1. b
2. c
3. a
4. d
5. a
6. a
7. d
8. b
9. c
10. b

READING STANDARD A-2 – EVALUATION I

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the correct letter for that word on your paper.*

1. a. misuse
   b. missile
   c. muscle
   d. mistake

2. a. conserve
   b. continue
   c. conservation
   d. conversation

3. a. because
   b. became
   c. between
   d. become

4. a. especially
   b. specially
   c. aspire
   d. exciting

5. a. satisfaction
   b. factory
   c. satisfy
   d. satisfactory

6. a. tire
   b. tried
   c. tread
   d. tired

7. a. assignment
   b. association
   c. associating
   d. astonishing

8. a. forget
   b. forest
   c. forgive
   d. forbid

9. a. commute
   b. community
   c. communism
   d. communication

10. a. initiation
    b. invitation
    c. imitation
    d. insolation

Continued on next page

READING STANDARD A-2 – EVALUATION I
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. misuse – Please do not **misuse** your freedom. – misuse

2. conservation – We must consider **conservation** when we plan the park. – conservation

3. became – He **became** a famous artist. – became

4. especially – I am **especially** fond of bananas. – especially

5. satisfactory – Your work is **satisfactory.** – satisfactory

6. tired – We're usually **tired** by late afternoon. – tired

7. association – The condominium **association** will take charge. – association

8. forest – Be careful when you're in the **forest.** – forest

9. communication – All **communication** was stopped during the storm. – communication

10. invitation – Did you get an **invitation** to the wedding? – invitation

READING STANDARD A-2 – EVALUATION II

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the correct letter for that word on your paper.*

1. a. chicken
   b. children
   c. chin
   d. chatter

2. a. thought
   b. though
   c. through
   d. thorough

3. a. communism
   b. commute
   c. communication
   d. community

4. a. educate
   b. educator
   c. education
   d. objection

5. a. became
   b. become
   c. because
   d. between

6. a. cuff
   b. course
   c. coffin
   d. cough

7. a. thought
   b. though
   c. through
   d. throughout

8. a. fight
   b. fever
   c. flown
   d. flight

9. a. seeing
   b. being
   c. begin
   d. began

10. a. hustler
    b. husband
    c. hunter
    d. hatband

Continued on next page

READING STANDARD A-2 – EVALUATION II
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. children – My **children** like to go to the beach. – children
2. thought – I **thought** I saw you at the movies. – thought
3. community – Our **community** has new street lights. – community
4. education – **Education** is very important. – education
5. became – He **became** president of his swim team. – became
6. cough – I hope you'll get rid of your **cough** soon. – cough
7. through – We drive **through** the park every day. – through
8. flight – Which **flight** will you be taking? – flight
9. begin – When do we **begin** our vacation? – begin
10. husband – My **husband** likes to cook. – husband

READING STANDARD A-2 – EVALUATION III
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the correct letter for that word on your paper.*

1. a. different
   b. defendant
   c. defeated
   d. difficult

2. a. constitution
   b. construct
   c. constriction
   d. construction

3. a. gallons
   b. cannons
   c. jello
   d. galleon

4. a. restroom
   b. restaurant
   c. resting
   d. arrest

5. a. republican
   b. republic
   c. public
   d. publication

6. a. ambulance
   b. accident
   c. oxygen
   d. oxen

7. a. govern
   b. government
   c. governor
   d. governing

8. a. hurricane
   b. honorary
   c. humble
   d. honesty

9. a. mediocre
   b. medicine
   c. marine
   d. moron

10. a. Indiana
    b. indefinite
    c. independence
    d. indent

Continued on next page

READING STANDARD A-2 – EVALUATION III
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. difficult – This assignment is not **difficult.** – difficult
2. construction – I want to be a **construction** worker. – construction
3. gallons – My car needed eight **gallons** of gas. – gallons
4. restaurant – Let't go to a **restaurant** for dinner. – restaurant
5. public – This is a **public** school. – public
6. oxygen – You may not smoke when **oxygen** is in use. – oxygen
7. government – Our **government** is very efficient. – government
8. hurricane – We haven't had a **hurricane** this year. – hurricane
9. medicine – Remember to take your **medicine.** – medicine
10. independence – I cherish my **independence.** – independence

READING STANDARD A-2 – EVALUATION IV

ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

TEACHER DIRECTED

Student Directions: *Number your paper from 1-10. Your teacher will say a word, read it in a sentence, and say the word again. Write the correct letter for that word on your paper.*

1. a. secretary
   b. setting
   c. century
   d. centimeter

2. a. transfer
   b. transporting
   c. transport
   d. transportation

3. a. than
   b. thumb
   c. sum
   d. dumb

4. a. strum
   b. stroke
   c. stomach
   d. stipend

5. a. social
   b. society
   c. sociology
   d. science

6. a. temper
   b. timber
   c. temperature
   d. temperate

7. a. merchant
   b. particle
   c. persistent
   d. purchase

8. a. health
   b. help
   c. healing
   d. hearth

9. a. automatic
   b. auto mechanic
   c. automotive
   d. automobile

10. a. chemical
    b. cement
    c. kiln
    d. chemistry

Continued on next page

READING STANDARD A-2 – EVALUATION IV
ASSOCIATE PRINTED WORDS WITH THEIR ORAL EQUIVALENTS

(Continued)

Teacher Directions: *Use the following sentences.*

1. secretary – We need to hire a **secretary.** – secretary
2. transportation – I need **transportation** to school. – transportation
3. thumb – My baby sucks his **thumb.** – thumb
4. stomach – My **stomach** hurts. – stomach
5. society – Our **society** likes competition. – society
6. temperature – The **temperature** is too cold for swimming. – temperature
7. purchase – What did you **purchase** at Disney World? – purchase
8. health – You must have good **health** to work here. – health
9. automobile – I just bought a new **automobile.** – automobile
10. chemical – Did you hear about the **chemical** explosion? – chemical

EVALUATION ANSWER KEY

READING STANDARD A-2

EVALUATION I

1.	a	6.	d
2.	c	7.	b
3.	b	8.	b
4.	a	9.	d
5.	d	10.	b

EVALUATION II

1.	b	6.	d
2.	a	7.	c
3.	d	8.	d
4.	c	9.	c
5.	a	10.	b

EVALUATION III

1.	d	6.	c
2.	d	7.	b
3.	a	8.	a
4.	b	9.	b
5.	c	10.	c

EVALUATION IV

1.	a	6.	c
2.	d	7.	d
3.	b	8.	a
4.	c	9.	d
5.	b	10.	a

A-3: Associate words with their literal definitions.

READING STANDARD A-3 – PREPARATORY SHEET 1
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Write the letters of the possible meanings for the words below on your own paper.* USE YOUR DICTIONARY!

WORD		POSSIBLE MEANINGS
1. **quarry**	a.	diamond-shaped pane of glass used in latticed windows
	b.	a mine
	c.	excavations made by the removal of stone
	d.	object of pursuit by bird of prey, hunter, etc.
2. **gear**	a.	equipment
	b.	combination of levers, wheels, working on one another
	c.	put machinery in action
	d.	to laugh at someone
3. **aborigine**	a.	people who have no originality
	b.	the first colonists
	c.	indigenous people
	d.	Indians
4. **amplify**	a.	to make greater
	b.	to expand
	c.	to increase the strength of
	d.	to lessen in intensity
5. **sedentary**	a.	the film at the bottom of a bottle
	b.	sitting position
	c.	remaining in the same place because of occupation
	d.	not migratory

READING STANDARD A-3 – PREPARATORY SHEET 2
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Write the letters of the possible meanings for the words below on your own paper.* USE YOUR DICTIONARY!

	WORD		POSSIBLE MEANINGS
1.	**combine**	a.	join together
		b.	cooperate
		c.	a farm owned by several farmers
		d.	a reaping and threshing machine
2.	**subsistence**	a.	means of supporting life
		b.	raising crops to support oneself
		c.	sharing farmland with others
		d.	a product
3.	**confidential**	a.	told in secret
		b.	showing trust in another
		c.	showing lack of trust
		d.	swindling others
4.	**pamper**	a.	gratify
		b.	deny
		c.	do without
		d.	overindulge
5.	**diagnosis**	a.	surface evaluation
		b.	to distinguish
		c.	a decision based on examination
		d.	careful investigation

READING STANDARD A-3 – ACTIVITY SHEET 1

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Skim a newspaper, magazine, or book to find words you don't know. Then fill out this form. Keep all new words in a file and be prepared to be quizzed on them.*

1. a. a new word ______________________________

   b. Write the sentence in which you found the word. ______________________________

   ____

   c. definition ______________________________

   d. Use the new word in a sentence of your own. ______________________________

   ____

2. a. a new word ______________________________

   b. Write the sentence in which you found the word. ______________________________

   ____

   c. definition ______________________________

   d. Use the new word in a sentence of your own. ______________________________

   ____

3. a. new word ______________________________

   b. Write the sentence in which you found the word. ______________________________

   ____

   c. definition ______________________________

   d. Use the new word in a sentence of your own. ______________________________

   ____

Continued on next page

READING STANDARD A-3 – ACTIVITY SHEET 1
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

(Continued)

4. a. a new word ______________________________

   b. Write the sentence in which you found the word. ______________

   ____

   c. definition ______________________________

   d. Use the new word in a sentence of your own. ______________

   ____

5. a. a new word ______________________________

   b. Write the sentence in which you found the word. ______________

   ____

   c. definition ______________________________

   d. Use the new word in a sentence of your own. ______________

   ____

READING STANDARD A-3 – ACTIVITY SHEET 2

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

1. access
2. plaza
3. romance
4. restrict
5. bulky
6. conservation
7. artery
8. authentic
9. antiseptic
10. barren
11. beverage
12. boulevard
13. comical
14. comprehend
15. corrupt
16. counselor
17. donate
18. exceed
19. emotions
20. economical
21. blockade
22. lyrics
23. miscellaneous
24. sensitive
25. penalty
26. temporary
27. misunderstanding
28. acquire
29. mortgage
30. omit
31. juvenile
32. hazard
33. pastry
34. dental
35. competent
36. formula
37. clearance
38. lease
39. hospitiable
40. illegal

Student Directions: *Work with one other person. Each of you choose 5 words from the above list that you don't know the meaning of. On a separate sheet of paper:*

1. *Write the word.*
2. *Use a dictionary and write the definition.*
3. *Write a sentence using the word.*
4. *Teach your words to your partner and learn his words.*
5. *Make up a matching quiz on your 5 (five) words and give it to your partner.*

READING STANDARD A-3 – ACTIVITY SHEET 3
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

TEACHER DIRECTED

Student Directions: *Don't start until your teacher tells you to. Write as many items as you can for each category. Use a separate sheet of paper.* There will be a three minute time limit. Good Luck!

1. things made of wood
2. things that grow
3. things to eat
4. things to read
5. things to play
6. tools
7. states
8. countries
9. hobbies
10. sports
11. things that make noise
12. things that are sharp
13. things made of plastic
14. things that are dangerous
15. things that smell good

READING STANDARD A-3 – ACTIVITY SHEET 4

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Match the word with its definition. Write your answers on a separate sheet of paper. You may use a dictionary for assistance.*

A.	1.	underneath	a.	pot
	2.	tear	b.	rip
	3.	steady	c.	ordinary
	4.	kettle	d.	able to wait
	5.	regular	e.	firm
	6.	sight	f.	vision
	7.	patient	g.	want
	8.	praise	h.	encouragement
	9.	weird	i.	below
	10.	desire	j.	peculiar

B.	1.	choice	a.	ruin
	2.	evidence	b.	option
	3.	crude	c.	find
	4.	destroy	d.	music
	5.	astronaut	e.	jail
	6.	melody	f.	allow
	7.	locate	g.	proof
	8.	prison	h.	person in space
	9.	rifle	i.	weapon
	10.	permit	j.	unrefined

ACTIVITY ANSWER KEY

READING STANDARD A-3

ACTIVITY 1

Answers will vary.

ACTIVITY 2

Answers will vary.

ACTIVITY 3

Answers will vary.

ACTIVITY 4

a.	1.	i	B.	1.	b
	2.	b		2.	g
	3.	e		3.	j
	4.	a		4.	a
	5.	c		5.	h
	6.	f		6.	d
	7.	d		7.	c
	8.	h		8.	e
	9.	j		9.	i
	10.	g		10.	f

READING STANDARD A-3 – EVALUATION I

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Number your paper from 1-10. Choose the best definition for each underlined word. Write the letter of the correct answer on your own paper.*

1. **omit**

   a. to put in
   b. to leave out
   c. to use up
   d. to put on top

2. **competent**

   a. foolish
   b. talkative
   c. modest
   d. capable

3. **authentic**

   a. reproduction
   b. old
   c. genuine
   d. fake

4. **barren**

   a. empty
   b. dense
   c. full
   d. shallow

5. **hazard**

   a. rain
   b. danger
   c. animal
   d. happening

6. **boulevard**

   a. a large street
   b. a large handbag
   c. a large hat
   d. a large city

7. **comical**

   a. pretty
   b. funny
   c. short
   d. mean

8. **comprehend**

   a. corrupt
   b. capture
   c. understand
   d. listen

9. **emotions**

   a. ideas
   b. movements
   c. thoughts
   d. feelings

10. **lyrics**

    a. words to a song
    b. words to a story
    c. music to a song
    d. music to a play

READING STANDARD A-3 – EVALUATION II

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Number your paper from 1-10. Choose the best definition for each underlined word. Write the letter of the correct answer on your own paper.*

1. **employment**

   a. a salary
   b. a building
   c. an occupation
   d. income tax

2. **independent**

   a. able to take care of self
   b. working for someone else
   c. living with your parents
   d. working together

3. **development**

   a. construction worker
   b. process of growth
   c. exercise room
   d. income taxes

4. **justice**

   a. juvenile
   b. democracy
   c. earned reward or punishment
   d. government

5. **international**

   a. traveling to two or more counties
   b. trading between two cities
   c. involving two or more states
   d. concerning two or more countries

6. **energy**

   a. power
   b. homework
   c. car
   d. housework

7. **sincerely**

   a. quickly
   b. honestly
   c. strongly
   d. affectionately

8. **satisfactory**

   a. accepting responsibility
   b. running in a race
   c. meeting requirements
   d. being happy

9. **accurate**

   a. false
   b. responsible
   c. incorrect
   d. correct

10. **location**

    a. vacation
    b. place
    c. time
    d. movie

READING STANDARD A-3 – EVALUATION III

ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Number your paper from 1-10. Choose the best definition for each underlined word. Write the letter of the correct answer on your own paper.*

1. **fraction**

a. part
b. group
c. mixed
d. figure

2. **thought**

a. remember
b. idea
c. effort
d. doubt

3. **physician**

a. optician
b. dentist
c. lawyer
d. doctor

4. **wicked**

a. death
b. witch
c. evil
d. candle

5. **peculiar**

a. particular
b. dozen
c. strange
d. bird

6. **disease**

a. illness
b. vacation
c. condition
d. familiar

7. **excellent**

a. acceptable
b. superior
c. correct
d. compare

8. **damage**

a. ruin
b. request
c. ignore
d. divide

9. **champion**

a. tires
b. fiber
c. challenge
d. winner

10. **advice**

a. president
b. express
c. conversation
d. recommendation

READING STANDARD A-3 – EVALUATION IV
ASSOCIATE WORDS WITH THEIR LITERAL DEFINITIONS

Student Directions: *Number your paper from 1-10. Choose the best definition for each underlined word. Write the letter of the correct answer on your own paper.*

1. **benefit**
   - a. duty
   - b. receipt
   - c. money
   - d. advantage

2. **permit**
   - a. allow
   - b. runaway
   - c. deed
   - d. cargo

3. **gradually**
   - a. honestly
   - b. multiply
   - c. quickly
   - d. slowly

4. **desire**
   - a. fond
   - b. deny
   - c. want
   - d. debt

5. **vehicles**
   - a. buildings
   - b. automobiles
   - c. territories
   - d. transportation

6. **cottage**
   - a. small
   - b. boat
   - c. house
   - d. food

7. **attorney**
   - a. lawyer
   - b. doctor
   - c. accountant
   - d. dentist

8. **border**
   - a. area
   - b. edge
   - c. middle
   - d. bottom

9. **defeated**
   - a. fought
   - b. confused
   - c. angered
   - d. beat

10. **delay**
    - a. line
    - b. game
    - c. wait
    - d. detour

EVALUATION ANSWER KEY

READING STANDARD A-3

EVALUATION I

1. b
2. d
3. c
4. a
5. b
6. a
7. b
8. c
9. d
10. a

EVALUATION II

1. c
2. a
3. b
4. c
5. d
6. a
7. b
8. c
9. d
10. b

EVALUATION III

1. a
2. b
3. d
4. c
5. c
6. a
7. b
8. a
9. d
10. d

EVALUATION IV

1. d
2. a
3. d
4. c
5. b
6. c
7. a
8. b
9. d
10. c

READING STANDARD--B: The student will determine word meaning from the way the word is used in a passage.

B-4: Determine word meaning using specific context clues.

READING STANDARD B-4 – PREPARATORY SHEET 1
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

TEACHER DIRECTED

EXPLANATION: **Context clues** help you understand the meaning of words you do not know. Instead of skipping over words you don't know and ignoring them, try using context clues to help you unlock meanings. Here are some examples:

1. **Comparison clues:** The unfamiliar word is compared to a familiar one.

   (The **volcanic ash** was blown around by the wind as easily as dust.)

2. **Contrast clues:** The unfamiliar word is compared to something that is unlike it.

   (Matt's parents are very **lenient** but my parents don't let me do anything.

3. **Definition clues:** The unfamiliar word is defined in the sentence.

   (Those **ambiguous** directions were so unclear that no one could understand them.)

4. **Example clues:** The unfamiliar word is explained by examples.

   (The **boisterous** crowds were yelling, screaming, shouting, pushing, and acting wild.)

5. **Experience clues:** The unfamiliar word is explained through familiar experiences.

   (The **amber** light means caution and slow down.)

6. **Mood clues:** The unfamiliar word can be explained through the description of the place or feelings.

   (The warm, **balmy** breeze gently blew the palm trees.)

READING STANDARD B-4 – PREPARATORY SHEET 2

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

TEACHER DIRECTED

EXPLANATION: Context clues will help you determine the meanings of the following homonyms. **Homonyms** are words which are pronounced alike, but are spelled differently and have different meanings. Use this list of homonyms for reference and review. Use the dictionary to check words you are unfamiliar with.

aisle – isle
all – awl
altar – alter
ant – aunt
arc – ark
ate – eight
bail – bale
bait – bate
ball – bawl
bare – bear
base – bass
be – bee
beach – beech
beat – beet
beau – bow
been – bin
bell – belle
blew – blue
board – bored
bough – bow
brake – break
by-bye
capital – capitol
ceiling – sealing
cell – sell

cellar – seller
cent – sent – scent
cereal – serial
chord – cord
clause – claws
coarse – course
council – counsel
creak – creek
currant – current
dear – deer
dew – due
die – dye
done – dun
earn – urn
fair – fare
feat – feet
fir – fur
flea – flee
flew – flue
flour – flower
fore – four
foul – fowl
gait – gate
great – grate
groan – grown

guest – guessed
hair – hare
hall – haul
hale – hail
heal – heel
hear – here
heard – herd
heir – air
hew – hue
hoes – hose
hole – whole
holy – wholly
hour – our
idol – idle
in – inn
jam – jamb
kernel – colonel
knead – need
knew – new
knot – not
lain – lane
lead – led
lessen – lesson
lie – lye
load – lode

Continued on next page

READING STANDARD B-4 — PREPARATORY SHEET 2
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

(Continued)

made — maid
mail — male
main — mane
manner — manor
meat — meet
medal — meddle
miner — minor
night — knight
none — nun
one — won
pail — pale
pain — pane
pause — paws
pair — pare — pear
peace — piece
peal — peel
plain — plane
pore — pour
pray — prey
principal — principle
profit — prophet
rain — rein — reign
read — reed
read — red
real — reel
rest — wrest
rhyme — rime
right — write
ring — wring
road — rode — rowed
role — roll
rose — rows
rough — ruff
rye — wry
sail — sale
scene — seen
sea — see
seam — seem
sent — scent — cent
sew — sow — so
shone — shown
slay — sleigh
soar — sore
sole — sould
some — sum
son — sun
stake — steak
stair — stare
stationary — stationery
steal — steel
straight — strait
suite — sweet
tail — tale
there — they're
throne — thrown
threw — through
to — too — two
toe — tow
vail — veil — vale
vain — vane — vein
vice — vise
wade — weighed
waist — waste
wait — weight
ware — wear
wave — waive
way — weigh
week — weak
whole — hole
wood — would

READING STANDARD B-4 – ACTIVITY SHEET 1

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the sentence and use context clues to choose the best meaning for the underlined words. Write the letter of your answer on your paper.*

1. What is your explanation for the fight?

a. plan
b. reason
c. punishment
d. location

2. We were fortunate that our car broke down near a gas station.

a. lucky
b. unhappy
c. sorry
d. concerned

3. Our rehearsal for the play lasted until midnight.

a. songs
b. costumes
c. hours
d. practice

4. The store had many types of apparel -- shirts, jeans, sweaters, shorts, dresses, and bathing suits.

a. materials
b. apparatus
c. clothing
d. fabrics

5. Driving in the fog is especially hazardous since it is very difficult to see.

a. risky
b. pleasurable
c. skilled
d. mechanical

READING STANDARD B-4 – ACTIVITY SHEET 2

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the sentence and use context clues to choose the best meaning for the underlined words. Write the letter of your answer on your paper.*

1. Synthetic materials are usually cheaper than natural ones.

a. factory
b. chemical
c. ecology
d. man-made

2. Horseback was the most common mode of transportation during the American Revolution.

a. animal
b. means
c. shape
d. length

3. Michael groaned when he slammed his finger in the door.

a. begged
b. suggested
c. moaned
d. explained

4. Lisa was horrified when she ripped her sister's dress.

a. terrified
b. advised
c. delighted
d. suspended

5. The dean had to contemplate our plan before he would let us know his decision.

a. talk about
b. think about
c. worship
d. recite

READING STANDARD B-4 – ACTIVITY SHEET 3
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Choose the best meaning for each underlined word. Write the letter for your answer on your paper.*

1. **We gave a shower for Ms. Green who will be getting married soon.**

   a. present
   b. class
   c. musical
   d. party

2. **The first Thanksgiving was a celebration of a good harvest in the fields.**

   a. crop
   b. turkey
   c. weather
   d. health

3. **Kristie boasted that her dog has won more ribbons than any other dog in our county.**

   a. giggled
   b. bragged
   c. murmured
   d. grumbled

4. **After the explosion the lake had to be dredged to clean it out.**

   a. played on
   b. filled up
   c. dug out
   d. sailed on

5. **Joe's band played intermittently during the evening since there were other bands playing, too.**

   a. continuously
   b. loudly
   c. now and then
   d. first

READING STANDARD B-4 – ACTIVITY SHEET 4
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Choose the best meaning for each underlined word. Write the letter for your answer on your paper.*

6. **Sandra had become scrawny since she has been dieting all year.**

    a. fat
    b. skinny
    c. ugly
    d. tall

7. **I have a foreign object in my eye and I can't seem to get it out.**

    a. something that doesn't belong
    b. something that helps you see
    c. something that smells like medicine
    d. something that costs a lot of money

8. **We sat on the veranda and watched the cars go by.**

    a. pool
    b. roof
    c. cellar
    d. porch

9. **Dad bought strawberry preserves at the store to put on our toast for breakfast.**

    a. ice cream
    b. milkshakes
    c. juice
    d. jam

0. **Place the beverages on the table before the food.**

    a. glasses
    b. forks
    c. drinks
    d. napkins

READING STANDARD B-4 – ACTIVITY SHEET 5

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Choose the best meaning for each underlined word. Write the letter of the correct answer on your paper.*

1. **Her voice was barely audible above the thunderstorm.**

   a. heard
   b. soft
   c. ignored
   d. seen

2. **It is mandatory that you come to school.**

   a. allowed
   b. suggested
   c. required
   d. possible

3. **Carl has become obese since he went off his diet.**

   a. sleepy
   b. fat
   c. tired
   d. tall

4. **Was it necessary to be so extravagant and spend three hundred dollars on an electric dog brush?**

   a. conservative
   b. frugal
   c. temperate
   d. flamboyant

5. **The detective used a fictitious name so that no one would know him.**

   a. proper
   b. last
   c. first
   d. false

READING STANDARD B-4 – ACTIVITY SHEET 6
DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the following sentences. Using specific context clues, choose the word which best completes the sentence. Write the letter of the correct answer on your own paper.*

1. We gave our tickets as we walked ____________________ the door.

a. thought
b. though
c. threw
d. through

2. ____________________ team won by five runs.

a. our
b. hour
c. are
d. hare

3. Tom's neighbor just painted ____________________ house.

a. theirs
b. they're
c. their
d. there

4. We had better call home because we've been gone ____________________ long.

a. to
b. too
c. two
d. tie

5. Did you ____________________ the joke about the alligator who couldn't swim?

a. hear
b. here
c. hare
d. her

ACTIVITY ANSWER KEY

READING STANDARD B-4

ACTIVITY 1

1. b
2. a
3. d
4. c
5. a

ACTIVITY 2

1. d
2. b
3. c
4. a
5. b

ACTIVITY 3

1. d
2. a
3. b
4. c
5. c

ACTIVITY 4

1. b
2. a
3. d
4. d
5. c

ACTIVITY 5

1. a
2. c
3. b
4. d
5. d

ACTIVITY 6

1. d
2. a
3. c
4. b
5. a

READING STANDARD B-4 – EVALUATION I

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the passage and choose the best meaning for the underlined word. Write the letter of the correct answer on your own paper.*

1. **Gary grumbled the whole time he washed the dishes. He moaned and groaned because he didn't like doing them.**
    a. complained
    b. cheered
    c. sang
    d. chanted

2. **The girls were lauded for saving the man from drowning. They dashed out in their rowboat and made a daring rescue.**
    a. punished
    b. praised
    c. prosecuted
    d. penalized

3. **The student council wants some novel ideas for dances. Everyone is tired of the same old thing. Whoever can think of new suggestions should enter the contest because the best idea wins seventy-five dollars.**
    a. old
    b. magazine
    c. new
    d. book

4. **It was futile to try and call Carol on the phone at night. She talks constantly from after dinner until midnight. I can't believe she has that much to say every day, but somehow she manages.**
    a. satisfying
    b. easy
    c. important
    d. useless

5. **The paddle fan was suspended from an open beam in the ceiling. It was low enough to keep us cool all summer.**
    a. removed
    b. punished
    c. hung
    d. left

READING STANDARD B-4 – EVALUATION II

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the passage and choose the best meaning for the underlined word. Write the letter of the correct answer on your own paper.*

1. He is a versatile musician. He can play guitar, banjo, bass, mandolin, as well as piano and trumpet.

   a. able to do many things
   b. able to run fast
   c. famous
   d. rich

2. Peter shirks all responsibility. He does not do this homework or his chores at home. He was fired from his job and never gets to school on time.

   a. attacks
   b. assigns
   c. avoids
   d. assumes

3. West Palm Beach is a tourist attraction. People like our beaches, so the motels and hotels are always filled. Every apartment is always rented and many people even rent part of their home. Vacancies are hard to find.

   a. restaurants
   b. empty rooms
   c. reservations
   d. confirmations

4. The marines wore clothes that were green and brown spotted so they would be camouflaged. They needed to blend in with their environment so the enemy would not see them.

   a. discussed
   b. disguised
   c. disgusted
   d. separated

5. It was so hot at the beach I had to stop at the water fountain to quench my thirst.

   a. increase
   b. dry
   c. arouse
   d. satisfy

READING STANDARD B-4 – EVALUATION III

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the passage and choose the best meaning for the underlined word. Write the letter of the correct answer on your own paper.*

1. **The transition from elementary school to junior high school is huge. Students change classes and teachers for each subject. They have lockers and must change their clothes for gym class.**

   a. change
   b. children
   c. classes
   d. climate

2. **The weather forecast tries to tell what the weather will be like ahead of time. Sometimes it is very accurate, but many times it is wrong.**

   a. description
   b. alarm
   c. prediction
   d. advice

3. **Patti is an apprentice in the beauty shop this year. She shampoos, cuts hair, and gives permanents. She is also learning to mix color formulas and clean the shop.**

   a. going to school.
   b. learning the skill while working
   c. getting paid for not working
   d. government worker

4. **The attorney presented her case to the jury. The judge and jury listened to all the evidence and the defendant was found guilty.**

   a. doctor
   b. judge
   c. witness
   d. lawyer

5. **There was so much litter on the highway that the grass couldn't be seen. All the papers, cans, and junk make an ugly sight.**

   a. congestion
   b. water
   c. wildlife
   d. trash

READING STANDARD B-4 – EVALUATION IV

DETERMINE WORD MEANING USING SPECIFIC CONTEXT CLUES

Student Directions: *Read the passage and choose the best meaning for the underlined word. Write the letter of the correct answer on your own paper.*

1. **There was a brief intermission during the play. Judy went to the snack bar and bought a drink. James went to the phone book to make a call. Janet and John stayed in their seats.**

   a. practice
   b. stage
   c. rehearsal
   d. time out

2. **The inside of our school looks fine, but the exterior is disgraceful. The shabby buildings are falling apart. The painting is peeling and the grass never seems to be cut.**

   a. outside
   b. roof
   c. gym
   d. office

3. **We cleaned, scrubbed, and polished our house until it was immaculate. My dad washed the windows and the outside. My mother cleaned the living room and Florida room. My brother cleaned the kitchen and I did the garage.**

   a. spoiled
   b. spotted
   c. spotless
   d. spacious

4. **Today was dismal with all the rain and gray clouds. It thundered all afternoon so our plans for the beach were ruined. Tomorrow should be nicer.**

   a. cheerful
   b. gloomy
   c. pleasant
   d. inviting

5. **Laura was famished by evening because she hadn't eaten all day. She had been too busy doing errands to stop and eat.**

   a. hungry
   b. thirsty
   c. tired
   d. excited

EVALUATION ANSWER KEY

READING STANDARD B-4

EVALUATION I

1. a
2. b
3. c
4. d
5. c

EVALUATION II

1. a
2. c
3. b
4. b
5. d

EVALUATION III

1. a
2. c
3. b
4. d
5. d

EVALUATION IV

1. d
2. a
3. c
4. b
5. a

READING STANDARD--C: The student will determine word meaning from a knowledge of word parts as used in a given context.

C-5: Associate contractions with their component words in a given context.

READING STANDARD C-5 – PREPARATORY SHEET 1

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

TEACHER DIRECTED

EXPLANATION: A **contraction** is a word made from two words with some of the letters left out. An **apostrophe** (') is used to replace letters that have been left out.

Examples:

contractions	words	letters left out
don't	do not	o
where's	where is	i
I've	I have	ha
we'd	we would	woul
can't	can not	no

Teacher Directions: *Write this chart on the board and have students complete it.*

contraction	words	letters left out
1. I'm		
2. he's		
3. she'll		
4. we've		
5. you're		
6. they've		
7. didn't		
8. that's		
9. doesn't		
10. haven't		
11. you'll		
12. who's		

* exception

won't	will not	________________

READING STANDARD C-5 – PREPARATORY SHEET 2
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

TEACHER DIRECTED

LIST OF CONTRACTIONS

Give a copy of these charts to students for use as a reference.

not		is		will, shall	
1. are not	aren't	1. he is	he's	1. he will	he'll
2. can not	can't	2. it is	it's	2. I shall	I'll
3. could not	couldn't	3. she is	she's	3. it will	it'll
4. did not	didn't	4. that is	that's	4. she will	she'll
5. do not	don't	5. there is	there's	5. they will	they'll
6. does not	doesn't	6. what is	what's	6. we shall	we'll
7. had not	hasn't	7. where is	where's	7. you will	you'll
8. has not	hasn't	8. who is	who's		
9. have not	haven't				
10. is not	isn't				
11. should not	shouldn't				
12. was not	wasn't				
13. will not*	won't				
14. would not	wouldn't				

(would) (should)		have		are		am		us	
1. he should	he'd	1. I have	I've	1. they are	they're	1. I am	I'm	1. let us	let's
2. I should	I'd	2. they have	they've	2. we are	we're				
3. It should	It'd	3. we have	we've	3. you are	you're				
4. she should	she'd	4. you have	you've						
5. they should	they'd	5. it would have	would've						
6. we should	we'd								
7. you should	you'd								

READING STANDARD C-5 – PREPARATORY SHEET 3
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

TEACHER DIRECTED

GAMES

A. **CONTRACTION CONCENTRATION** – Cut index cards in half. Write a contraction on one half and the matching words on the other half. **Make a group of ten sets.**

How to play: Turn all the cards face down. Player turns over two cards. Object is to match pairs. **(2 or more players)**

B. **CONTRACTION LOTTO** – Duplicate blank lotto sheets. Write 20 contractions on the board. Have each student write the contractions on the lotto sheet in random order.

How to play: Teacher calls out two words **(does not)** and the student marks the contraction **(doesn't). Object is to get a horizontal win!**

READING STANDARD C-5 – ACTIVITY SHEET 1

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Write the two words that make up the following contractions on your own paper.*

1. **I'll** ____________________ ____________________
2. **you've** ____________________ ____________________
3. **we're** ____________________ ____________________
4. **can't** ____________________ ____________________
5. **shouldn't** ____________________ ____________________
6. **won't** ____________________ ____________________
7. **she'll** ____________________ ____________________
8. **that's** ____________________ ____________________
9. **don't** ____________________ ____________________
10. **I'm** ____________________ ____________________
11. **it's** ____________________ ____________________
12. **you're** ____________________ ____________________
13. **doesn't** ____________________ ____________________
14. **aren't** ____________________ ____________________
15. **you'd** ____________________ ____________________

READING STANDARD C-5 – ACTIVITY SHEET 2

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Write the contractions for the following words on your own paper.*

1. has not ______________________
2. you will ______________________
3. they are ______________________
4. he is ______________________
5. I have ______________________
6. were not ______________________
7. where is ______________________
8. they have ______________________
9. you are ______________________
10. did not ______________________
11. what is ______________________
12. we would ______________________
13. have not ______________________
14. there is ______________________
15. would not ______________________

READING STANDARD C-5 – ACTIVITY SHEET 3

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

A) *Student Directions:* *Match the contraction with its corresponding words. Write the letter of the correct answer next to each number. Use your own paper.*

1.	**doesn't**	a.	**I will**
2.	**he'd**	b.	**it is**
3.	**I'll**	c.	**we are**
4.	**I'm**	d.	**she is**
5.	**it's**	e.	**does not**
6.	**she's**	f.	**what is**
7.	**they've**	g.	**they have**
8.	**we're**	h.	**you would**
9.	**what's**	i.	**I am**
10.	**you'd**	j.	**he would**

B) *Student Directions:* *Write a sentence using each of the contractions below.*

1. **doesn't** ____ .
2. **he'd** ____ .
3. **I'll** ____ .
4. **I'm** ____ .
5. **it's** ____ .
6. **she's** ____ .
7. **they've** ____ .
8. **we're** ____ .
9. **what's** ____ .
10. **you'd** ____ .

READING STANDARD C-5 – ACTIVITY SHEET 4

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Rewrite the following sentences using a contraction instead of the underlined words. Use your own paper.*

1. You will be glad to go to the movies. ______________________________
____.

2. She has not given me the ticket. ______________________________
____.

3. I would like to order a pizza with mushrooms and pepperoni. ______________
____.

4. I can not open my locker to get my books. ______________________________
____.

5. He does not live near me any more. ______________________________
____.

6. Who is going to the dance with you next Saturday? ______________________
____.

7. You are doing such a nice job on this assignment. ______________________
____.

8. I will help you with your science project. ______________________________
____.

9. We are going skating tomorrow night. ______________________________
____.

10. It is almost time for lunch. ______________________________
____.

READING STANDARD C-5 – ACTIVITY SHEET 5

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the correct contraction for the underlined words. Write the letter for your answer on your own paper.*

1. I will not be able to go with you.

a. what's
b. wasn't
c. wouldn't
d. won't

2. You are the winner of the match.

a. You'll
b. You're
c. You'd
d. You've

3. Robert has not struck out this season.

a. hadn't
b. haven't
c. hasn't
d. couldn't

4. That is the funniest story I have ever heard.

a. That's
b. There's
c. What's
d. They're

5. I have not been to the zoo this year.

a. haven't
b. hasn't
c. hadn't
d. aren't

READING STANDARD C-5 -- ACTIVITY SHEET 6

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the correct contraction for the underlined words. Write the letter for your answer on your own paper.*

1. Susan did not catch a cold.

   a. isn't
   b. doesn't
   c. don't
   d. didn't

2. They are on vacation.

   a. They've
   b. They're
   c. They'll
   d. They'd

3. We will be glad to feed your dog.

   a. We're
   b. We've
   c. We'll
   d. We'd

4. I am not sure of the answer.

   a. I'm
   b. I'll
   c. I've
   d. I'd

5. You have been so kind to her.

   a. You'll
   b. You've
   c. You're
   d. You'd

ACTIVITY ANSWER KEY

READING STANDARD C-5

ACTIVITY 1

1. I shall (will)
2. you have
3. we are
4. can not
5. should not
6. will not
7. she will
8. that is
9. do not
10. I am
11. it is
12. you are
13. does not
14. are not
15. you would

ACTIVITY 2

1. hasn't
2. you'll
3. they're
4. he's
5. I've
6. weren't
7. where's
8. they've
9. you're
10. didn't
11. what's
12. we'd
13. haven't
14. there's
15. wouldn't

ACTIVITY 3

A.
1. e
2. j
3. a
4. i
5. b
6. d
7. g
8. c
9. f
10. h

B. Sentences will vary.

Continued on next page

ACTIVITY ANSWER KEY

READING STANDARD C-5 (continued)

ACTIVITY 4

1. You'll be glad to go to the movies.
2. She hasn't given me the ticket.
3. I'd like to order a pizza with mushrooms and pepperoni.
4. I can't open my locker to get my books.
5. He doesn't live near me any more.
6. Who's going to the dance with you next Saturday?
7. You're doing such a nice job on this assignment.
8. I'll help you with your science project.
9. We're going skating tomorrow night.
10. It's almost time for lunch.

ACTIVITY 5

1. d
2. b
3. c
4. a
5. a

ACTIVITY 6

1. d
2. b
3. c
4. a
5. b

READING STANDARD C-5 – EVALUATION I

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **Didn't you go to the dance?**

   a. Is not
   b. Do not
   c. Did not
   d. He is

2. **I won't be shopping with you.**

   a. will not
   b. would not
   c. were not
   d. we have

3. **I'd love to play tennis tomorrow.**

   a. I am
   b. I have
   c. I will
   d. I would

4. **We're going to the movies.**

   a. We shall
   b. We are
   c. You are
   d. They are

5. **Terry can't come to the meeting.**

   a. should not
   b. can not
   c. he had
   d. will not

READING STANDARD C-5 – EVALUATION II
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **You've done nice work today.**

   a. You have
   b. You are
   c. You will
   d. You would

2. **He was locked out and couldn't get in.**

   a. should not
   b. would not
   c. could not
   d. will not

3. **Don't play football in the street.**

   a. Does not
   b. Did not
   c. Have not
   d. Do not

4. **I'm not hungry.**

   a. I will
   b. I am
   c. I would
   d. I shall

5. **This isn't a very hard assignment.**

   a. could not
   b. do not
   c. is not
   d. does not

READING STANDARD C-5 – EVALUATION III
ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **Theresa wasn't in the cafeteria.**
   a. was here
   b. is not
   c. were not
   d. was not

2. **We'll help you wash the car.**
   a. We have
   b. We will
   c. We can
   d. We did

3. **They've been very kind to you.**
   a. They have
   b. They will
   c. They are
   d. We have

4. **Michael hasn't finished his work.**
   a. has to
   b. have not
   c. has not
   d. had not

5. **I can't find my homework.**
   a. can not
   b. will not
   c. do not
   d. have not

READING STANDARD C-5 – EVALUATION IV

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. I'm going to help my mother paint.

a. I would
b. I have
c. I am
d. I shall

2. You're kidding me.

a. You will
b. You are
c. You would
d. You have

3. I don't have any more pencils.

a. do not
b. does not
c. did not
d. can not

4. I'd like to have a double cheeseburger.

a. I am
b. I will
c. I have
d. I would

5. They haven't moved yet.

a. have been
b. has not
c. had not
d. have not

READING STANDARD C-5 – EVALUATION V

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **I won't be able to finish on time.**

   a. what is
   b. would not
   c. was not
   d. will not

2. **There's only one key for that lock!**

   a. There is
   b. Would not
   c. Was not
   d. Will not

3. **You'd be the best person for the job.**

   a. You are
   b. You would
   c. You have
   d. You will

4. **We'll be glad to help you.**

   a. We are
   b. We would
   c. We will
   d. We have

5. **I've been offered a new job.**

   a. I have
   b. I had
   c. I am
   d. I would

READING STANDARD C-5 – EVALUATION VI

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **They're beating us by two runs.**
   - a. They will
   - b. They should
   - c. They are
   - d. They have

2. **I'm pleased to meet you.**
   - a. I have
   - b. I am
   - c. I will
   - d. I would

3. **Let's go to the beach.**
   - a. Let is
   - b. Let me
   - c. Let go
   - d. Let us

4. **Rover wasn't in the kennel.**
   - a. would not
   - b. will not
   - c. was not
   - d. what is

5. **Where's the pencil sharpener?**
   - a. What is
   - b. Where is
   - c. Who is
   - d. Where has

READING STANDARD C-5 – EVALUATION VII

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. Motorcycles can't lose.

a. should not
b. could not
c. can not
d. have not

2. I don't know how to get to your house.

a. does not
b. do not
c. did not
d. could not

3. Who's going skating with you?

a. Who is
b. Where is
c. What is
d. We will

4. You'll be late if you don't hurry.

a. You would
b. You have
c. You are
d. You will

5. You'd be foolish not to go to Europe.

a. You would
b. You are
c. You have
d. You will

READING STANDARD C-5 – EVALUATION VIII

ASSOCIATE CONTRACTIONS WITH THEIR COMPONENT WORDS IN A GIVEN CONTEXT

Student Directions: *Choose the words that have the same meaning as the underlined contractions. Write the letter of the correct answer on your paper.*

1. **We've had such bad hurricanes this year.**
   - a. We are
   - b. We have
   - c. We will
   - d. We would

2. **What's the matter?**
   - a. We will
   - b. Who is
   - c. What is
   - d. Where is

3. **We aren't having spaghetti for lunch.**
   - a. is not
   - b. will not
   - c. can not
   - d. are not

4. **She doesn't think a Trans-Am is fast.**
   - a. could not
   - b. did not
   - c. do not
   - d. does not

5. **He'll be the first one in line.**
   - a. He will
   - b. He is
   - c. He would
   - d. He can

EVALUATION ANSWER KEY

READING STANDARD C-5

EVALUATION I

1. c
2. a
3. d
4. b
5. b

EVALUATION II

1. a
2. c
3. d
4. b
5. c

EVALUATION III

1. d
2. b
3. a
4. c
5. a

EVALUATION IV

1. c
2. b
3. a
4. d
5. d

Continued on next page

EVALUATION ANSWER KEY

READING STANDARD C-5 (continued)

EVALUATION V

1. d
2. a
3. b
4. c
5. a

EVALUATION VI

1. c
2. b
3. d
4. c
5. b

EVALUATION VII

1. c
2. b
3. a
4. d
5. a

EVALUATION VIII

1. b
2. c
3. d
4. d
5. a

C-6: Associate the appropriate derived words (prefixes and suffixes) in a given context.

READING STANDARD C-6 – PREPARATORY SHEET 1
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

TEACHER DIRECTED

EXPLANATION: A **prefix** is a syllable or syllables added to the beginning of a word to make a new word. **(example: un + happy = unhappy)**

A **suffix** is a syllable or syllables added to the end of a word to make a new word. **(example: care + ful = careful)**

A **root word** is the word to which a prefix or suffix is added. **(example: unhappy – happy is the root word; careful – care is the root word)**

READING STANDARD C-6 – PREPARATORY SHEET 2

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

TEACHER DIRECTED

Give the following chart to students to use as a reference. Choose a few prefixes or suffixes and write them on the board. Have students use them with root words to write sentences.

PREFIXES

a – not
an – not
ante – before
anti – against
bi – two, twice
co – with
com – with
con – with
de – from
dis – opposite of
en – to make
ex – out of
extra – beyond
fore – before
im – not

SUFFIXES

able – capable of being
al – of; like
ance – the action of
ed – has already happened
en – to make
er – one who
ful – full of
hood – state of being
ing – state of, result of
ion – condition of
ist – one who
ish – like, somewhat
ity – state or condition of
ire – having the nature of
ize – cause to become like

Continued on next page

READING STANDARD C-6 – PREPARATORY SHEET 2
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

(Continued)

TEACHER DIRECTED

PREFIXES

in – not
inter – between
ir – not
is – badly, wrong
post – after
pre – before
re – again
semi – half
sub – under, below
super – over, above
trans – change, across
tri – three, three times
un – not
uni – one, once

SUFFIXES

less – without
ly – like
ment – state of condition
ness – condition of being
or – one who
ous – full of
s – more than one
ship – state of
tion – condition of
ward – in the direction of
y – like

READING STANDARD C-6 — ACTIVITY SHEET 1

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES)
IN A GIVEN CONTEXT

Student Directions: Refer to your prefix and suffix chart for assistance. Write the correct answer on your own paper.

1. un — means ____________________

Examples

unexpected
unafraid
undone
untold
unable

2. re — means ____________________

Examples

repay
recall
replace
rerun
reappear

3. less — means ____________________

Examples

motionless
powerless
childless
careless
pointless

4. ish — means ____________________

Examples

foolish
boyish
clownish
childish
bluish

5. dis — means ____________________

Examples

dishonest
disagree
disorganized
disapprove
disadvantage

6. mis — means ____________________

Examples

misbehave
mismanage
mispronounce
mislead

7. ness — means ____________________

Examples

wonderfulness
darkness
promptness
carefulness
goodness

8. ful — means ____________________

Examples

graceful
cupful
wonderful
doubtful
useful

READING STANDARD C-6 – ACTIVITY SHEET 2

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Write the root word for each of the following on your own paper.*

1. ______________________________

   a. sweeten
   b. sweetened
   c. presweetened
   d. unsweetened

2. ______________________________

   a. countable
   b. countless
   c. recount
   d. miscount

3. ______________________________

   a. unicycle
   b. bicycle
   c. tricycle
   d. cyclist

4. ______________________________

   a. consciousness
   b. unconscious
   c. semiconscious
   d. subconscious

5. ______________________________

   a. appearance
   b. disappearance
   c. reappear
   d. reappearance

6. ______________________________

   a. agreement
   b. agreeable
   c. disagree
   d. disagreement

7. ______________________________

   a. friendship
   b. friendly
   c. unfriendly
   d. friendliness

8. ______________________________

   a. reprint
   b. misprint
   c. unprintable
   d. printable

9. ______________________________

   a. misplace
   b. replace
   c. placement
   d. displace

10. ______________________________

   a. react
   b. inactive
   c. actor
   d. acting

READING STANDARD C-6 – ACTIVITY SHEET 3

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

A) *Student Directions:* *Use the following prefixes to make a new word to complete each sentence.*

pre = before
mis = wrong
re = again
un = not
im = not

1. Barbara is ________________ to her brother.
(not kind)

2. You have been ________________ about your new classes.
(informed wrong)

3. Please ________________ your work to make sure it is correct.
(view again)

4. ________________ the oven to 400 before cooking the pie.
(heat before)

5. Ryan is ________________ to his master.
(not polite)

B) *Student Directions:* *Use the following suffixes to make a new word to complete each sentence.*

ful = filled with
er = one who
less = without
ish = like
en = to make

1. Our teacher is always ________________ .
(filled with cheer)

2. Will you help me ________________ my new baseball glove?
(make soft)

3. I think he acts so ________________ .
(like a child)

4. She is the best ________________ on stage.
(one who dances)

5. Don't act ________________ when it's time to wash the dishes.
(without help)

READING STANDARD C-6 – ACTIVITY SHEET 4

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Fill in the blanks. You may use a dictionary for assistance. Write your answers on your own paper.*

1. **biweekly**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ____.
   d. Use the word **biweekly** in a sentence. ______________________________

2. **unpayable**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ____.
   d. Use the word **unpayable** in a sentence. ______________________________

3. **incompletely**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ____.
   d. Use the word **incompletely** in a sentence. ______________________________

4. **preschooler**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ____.
   d. Use the word **preschooler** in a sentence. ______________________________

5. **returnable**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ____.
   d. Use the word **returnable** in a sentence. ______________________________

READING STANDARD C-6 – ACTIVITY SHEET 5

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Fill in the blanks. You may use a dictionary for assistance. Write your answers on your own paper.*

1. **uncomfortable**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ______________________________________.
   d. Use the word **uncomfortable** in a sentence. ______________________

2. **disappointed**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ______________________________________.
   d. Use the word **disappointed** in a sentence. ______________________

3. **semisweetened**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ______________________________________.
   d. Use the word **semisweetened** in a sentence. ______________________

9. **previewer**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ______________________________________.
   d. Use the word **previewer** in a sentence. ______________________.

5. **misspelled**

   a. The prefix ______________________ means ______________________.
   b. The suffix ______________________ means ______________________.
   c. The root word is ______________________________________.
   d. Use the word **misspelled** in a sentence. ______________________

ACTIVITY ANSWER KEY

READING STANDARD C-6

ACTIVITY 1

1. un — means not
2. re — means again
3. less — means without, or beyond the range of
4. ish — means of the nature, or resembling
5. dis — means not
6. mis — means badly
7. ness — means state or condition
8. ful — means full of

ACTIVITY 2

1. sweet
2. count
3. cycle
4. conscious
5. appear
6. agree
7. friend
8. print
9. place
10. act

ACTIVITY 3

A.
1. unkind
2. misinformed
3. review
4. preheat
5. impolite

B.
1. cheerful
2. soften
3. childish
4. dancer
5. helpless

Continued on next page

ACTIVITY ANSWER KEY

READING STANDARD C-6 (continued)

ACTIVITY 4

1. a. bi-two, twice
   b. ly — like
   c. week
   d. answers will vary

2. a. un — not
   b. able — capable of being
   c. pay
   d. answers will vary

3. a. in — not
   b. ly — like
   c. complete
   d. answers will vary

4. a. pre — before
   b. er — one who
   c. school
   d. answers will vary

5. a. re — again
   b. able — capable of being
   c. turn
   d. answers will vary

ACTIVITY 5

1. a. un — not
   b. able — capable of being
   c. comfort
   d. answers will vary

2. a. dis — opposite of
   b. ed — has already happened
   c. appoint
   d. answers will vary

3. a. semi — half
   b. en — to make
   c. ed — has already happened
   d. sweet
   e. answers will vary

4. a. pre — before
   b. er — one who
   c. view
   d. answers will vary

5. a. mis — wrong
   b. ed — has already happened
   c. spell
   d. answers will vary

READING STANDARD C-6 – EVALUATION I

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your paper.*

1. Call the operator because we need more ______________________________ .

a informative
b. information
c. misinformation
d. informer

2. We reached an ______________________________ after hearing both sides of the story.

a. disagreed
b. disagreement
c. agreeable
d. agreement

3. The student received a medal for his ______________________________ in rescuing the cat.

a. helpfulness
b. helpless
c. helpful
d. unhelpful

4. Sue ______________________________ the dollar I loaned her yesterday for lunch.

a. unpaid
b. prepaid
c. repaid
c. overpaid

5. She needed to ______________________________ the light bulb.

a. misplace
b. displace
c. replace
d. unplace

READING STANDARD C-6 – EVALUATION II
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your paper.*

1. **A yardstick is ____________________ for measuring.**

   a. useful
   b. cupful
   c. graceful
   d. remarkable

2. **Film is very ____________________ to light.**

   a. sensible
   b. insensitive
   c. sensation
   d. sensitive

3. **Don't be so ____________________. Share that pizza with your sister.**

   a. unselfish
   b. selfish
   c. painful
   d. doubtful

4. **Print your name ____________________ so everyone can read it.**

   a. clearly
   b. unclear
   c. misprint
   d. reprint

5. **____________________ the leftovers for dinner tonight.**

   a. preheat
   b. reheat
   c. unload
   d. reload

READING STANDARD C-6 – EVALUATION III

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. We have been ______________________________ our vacation all year.

a. planning
b. plans
c. planned
d. preplan

2. It was easy to make friends in my new school because everyone was so ______________.

a. unfriendly
b. friendship
c. friendly
d. friendliness

3. It was ______________ to swim in the ocean because the undertow was too strong.

a. safety
b. unsafe
c. resafe
d. safe

4. How can I ever ______________________________ you for all your help?

a. repayable
b. payment
c. payable
d. repay

5. Troy's homework ______________ was to find a current event in the newspaper.

a. reassigned
b. assigned
c. assignment
d. assigning

READING STANDARD C-6 – EVALUATION IV
ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. Susan and her mother had a ______________________________.

a. disagreement
b. agreement
c. unagreeable
d. agreed

2. Your yearbook must be ______________________ before you can receive it.

a. unpaid
b. prepaid
c. repaid
d. overpaid

3. David felt ______________ during the fire because there was nothing he could do.

a. helplessness
b. helpfulness
c. helpful
d. helpless

4. The ______________________________________ must be on time.

a. payable
b. payment
c. payee
d. unpayable

5. Heather felt ______________________ when she finally learned to drive a car.

a. pleased
b. pleasing
c. displease
d. pleasant

READING STANDARD C-6 – EVALUATION V

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. My grandmother wants to ________________ her house.

a. decoration
b. redecorate
c. decorator
d. declarative

2. Women want ________________ with men.

a. equality
b. unequal
c. equally
d. equalize

3. The people who ________________ "Star Wars" were very talented.

a. creative
b. creativity
c. created
d. creator

4. Donna and Kim are ________________ because they can't go to the party.

a. unhappily
b. happiness
c. happy
d. unhappy

5. The teacher returned Jim's paper because it was ________________.

a. completes
b. incomplete
c. recomplete
d. completion

READING STANDARD C-6 – EVALUATION VI

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. ______________________ no one was hurt in the accident.

a. fortunately
b. unfortunately
c. fortunate
d. unfortunate

2. All life guards must pass a test in water ______________________ .

a. unsafe
b. unsafely
c. safety
d. safely

3. I hope you are ______________________ in this air-conditioning.

a. comforting
b. comfort
c. uncomfortable
d. comfortable

4. Adam showed much ______________________ to the lost child.

a. kind
b. kindly
c. kindness
d. unkind

5. Be ______________________ when you drive in the fog.

a. carelessness
b. carefulness
c. careless
d. careful

READING STANDARD C-6 – EVALUATION VII

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5 Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. **The ____________________ had to use a ladder to paint the roof.**

a. painting
b. repainting
c. repaint
d. painter

2. **These shoes are too ____________________ for me to wear all day.**

a. comfort
b. uncomfortable
c. discomfort
d. discomforting

3. **It was ____________________ to see you again.**

a. delighted
b. enlighten
c. lighter
d. delightful

4. **The air ____________________ index is very high today.**

a. pollution
b. unpolluted
c. polluted
d. polluting

5. **If you keep ____________________ the law, you will get arrested.**

a. obeys
b. disobeying
c. disobey
d. obeying

READING STANDARD C-6 – EVALUATION VIII

ASSOCIATE THE APPROPRIATE DERIVED WORDS (PREFIXES AND SUFFIXES) IN A GIVEN CONTEXT

Student Directions: *Number your paper from 1-5. Choose the word that best completes the sentence. Write the letter of the correct answer on your own paper.*

1. It's immoral to be ____________________ to animals.

a. uncruel
b. cruelly
c. cruel
d. cruelty

2. Please ____________________ each task before you start a new one.

a. complete
b. uncomplete
c. incomplete
d. recomplete

3. Our team is ____________________ Miami next week.

a. replay
b. playful
c. playing
d. unplayful

4. It is so ____________________ here at the lake that I want to come every weekend.

a. peace
b. unpeaceful
c. peaceful
d. peacefulness

5. ____________________ , I must go to summer school.

a. Fortunate
b. Fortunately
c. Fortunely
d. Unfortunately

EVALUATION ANSWER KEY

READING STANDARD C-6

EVALUATION I

1. b
2. d
3. a
4. c
5. c

EVALUATION II

1. a
2. d
3. b
4. a
5. b

EVALUATION III

1. a
2. c
3. b
4. d
5. c

EVALUATION IV

1. a
2. b
3. d
4. b
5. a

Continued on next page

EVALUATION ANSWER KEY

READING STANDARD C-6 (continued)

EVALUATION V

1. b
2. a
3. c
4. d
5. b

EVALUATION VI

1. a
2. c
3. d
4. c
5. d

EVALUATION VII

1. d
2. b
3. d
4. a
5. b

EVALUATION VIII

1. c
2. a
3. c
4. c
5. d

C-7: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

READING STANDARD C-7 – PREPARATORY SHEET 1

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

TEACHER DIRECTED

EXPLANATION: Inflected words are those words which convey (usually by the addition of **-s, -'s, -es, -er, -est, -ed**) plurality, possession, comparison, or a change in tense.

Following is a brief description of what each of the latter terms mean:

A. **PLURALITY –** When a word refers to more than one. **(ship, ships) (Preparatory sheet 1)**

B. **POSSESSION –** Shows ownership or relationship. **(Gail's dress) (Preparatory sheet 2)**

C. **COMPARISON –** Showing how one item relates to another. **(bigger, biggest) (Preparatory sheet 3)**

D. **TENSE –** The time expressed by a verb. **(rush, rushed, will rush) (Preparatory sheet 4)**

Now let's look at each item separately:

A. **PLURALITY: (PLURALS)**

1. To form the plural of most nouns, just add an s.

sticks	**cows**	**bikes**	**drinks**
stones	**dogs**	**skates**	**snacks**

2. When the singular ends in s, sh, ch, x, or z, add es.

busses	**ashes**	**foxes**
classes	**lunches**	**buzzes**

3. When the singular noun ends in y with a consonant before it, change the y to i, and add es.

fly to flies

penny to pennies

pony to ponies

candy to candies

Continued on next page

READING STANDARD C-7 — PREPARATORY SHEET 1
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

(Continued)

TEACHER DIRECTED

4. For most nouns ending in f or fe, add s. For some nouns ending in f or fe, however, change the f to v and add es or s.

belief to beliefs **thief to thieves** **leaf to leaves**

chief to chiefs **knife to knives** **half to halves**

roof to roofs **wife to wives** **shelf to shelves**

dwarf to dwarfs **life to lives** **elf to elves**

5. When the singular ends in o, add s.

studios **radios** **stereos**

If the o is preceded by a consonant, add es.

echoes **heroes** **tomatoes** **potatoes**

Exception: banjos

6. Some nouns are the same for both singular and plural.

deer **trout** **sheep** **moose** **salmon**

7. Some nouns form their plurals in special ways.

mouse to mice **man to men** **tooth to teeth**

goose to geese **woman to women** **foot to feet**

child to children

READING STANDARD C-7 – PREPARATORY SHEET 2

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

TEACHER DIRECTED

B. POSSESSION:

1. Nouns
2. Pronouns

Study these examples:

These are my sister's books.
Who owns the books? **my sister**

Sally's friend called.
Whose friend called? **the friend of Sally**

This is the boy's car.
Who owns the car? **the boy**

What has been added to the nouns **sister, Sally, and boy?**
Adding s makes the nouns show ownership, or possession. We call **sister's, Sally's,** and **boy's** possessive nouns.

A **possessive noun** shows possession of the noun that follows.

MAKING SINGULAR NOUNS SHOW POSSESSION

To make a singular noun show possession, add an apostrophe and s.

Singular Noun	Possessive Noun
doctor	doctor's
James	Jame's
Ms. Alvarez	Ms. Alvarez's

MAKING PLURAL NOUNS SHOW POSSESSION

These are two rules to remember for making a plural noun show possession.

1. If the plural noun ends in s, simply add an apostrophe after the s.

Plural Noun	Possessive Noun
workers	workers'
nurses	nurses'
surgeons	surgeons'

2. If the plural noun does not end in s, add an apostrophe and an s after the apostrophe.

Plural Noun	Possessive Noun
men	men's
women	women's
children	children's

READING STANDARD C-7 – PREPARATORY SHEET 3
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

TEACHER DIRECTED

C. COMPARISON (COMPARATIVES AND SUPERLATIVES)

1. When you compare two people, places, or things, you usually add -er to the adjective.

   small + er = smaller **crazy + er = crazier**
   large + er = larger **funny + er = funnier**

   (If the adjective ends in e, you drop the e before adding -er. If the adjective ends in y, change the y to i before adding -er.)

2. When you compare three or more people, places, or things, you usually add -est to the adjective.

   small + est = smallest **crazy + est = craziest**
   large + est = largest **funny + est = funniest**

   If the adjective ends in e, drop the e before adding -est. If the adjective ends in y, change the y to i before adding -est.

USING MORE AND MOST IN COMPARISONS

You do not always add -er or -est to make comparisons. If the adjective is a long one, use more and most instead of adding -er and -est.

Leroy has been **more careful** since the accident.
Katrina was the **most careful** of the three girls.

My work is **more difficult** than yours.
This is the **most difficult** test of all.

Here are the rules for using long adjectives in comparisons:

1. Use **more** when comparing two persons, places or things.

   more difficult **more terrible** **more dangerous**

2. Use **most** when comparing three persons, places, or things.

   most difficult **most terrible** **most dangerous**

Use only one form of comparison at a time. If you use -er or -est, do not use **more** or **most** in the same comparison. You should not say, "My cousin is **more bigger** than I am." Instead, you should say "My cousin is **bigger** than I am." What about this sentence: "Our dog is the **most smartest** dog on the block." This sentence is incorrect. It should be "Our dog is the **smartest** dog on the block."

Continued on next page

READING STANDARD C-7 – PREPARATORY SHEET 3
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

(Continued)

TEACHER DIRECTED

THE FORMS OF GOOD AND BAD

A few adjectives change to completely new words when they are used in comparisons. Here are two important adjectives of this kind:

good	**better**	**best**
bad	**worst**	**worst**

Read these examples:

My father is a **good** bowler.	The weather is **bad** today.
Doug is a **better** bowler than Dad.	Will tomorrow's storm be **worse** than this?
Is Patty the **best** bowler in the family?	The blizzard in Chicago was the **worst** storm this year.

READING STANDARD C-7 – PREPARATORY SHEET 4
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

TEACHER DIRECTED

D. TENSE (VERB INFLECTIONS)

The four principal parts of a verb are the **present** (infinitive), the **present participle**, the **past**, and the **past participle.**

The four principal parts of the verb **walk**, for example are:

walk **(present)**
walking **(present participle)**
walked **(past)**
(have) walked **(past participle)**

Samples:

I **walk** to the store after school.
I am **walking** to the store now.
I **walked** to the store this morning.
I have **walked** to the store.

To help you decide which form to use, follow these clues.

CLUES:

1. The past tense usually ends with d or ed.
2. The present participle and past participle have helping verbs before them — am, is, are, has, have, had, etc.

* **Teacher Note:** Make sure students know how to conjugate a verb first.

Since so many English verbs are regular, we naturally tend to make some irregular verbs follow the same pattern. However, you should avoid such forms as **throwed, knowed, bursted,** or **blowed,** which are regarded as nonstandard. If you are in doubt about the parts of a verb, consult your dictionary, which lists the principal parts of irregular verbs.

Continued on next page

READING STANDARD C-7 – PREPARATORY SHEET 4

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

(Continued)

TEACHER DIRECTED

Study the following list before attempting the exercises.

IRREGULAR VERBS FREQUENTLY MISUSED

Present (Infinitive)	Present Participle	Past	Past Participle
begin	(was) beginning	began	(have) begun
blow	(was) blowing	blew	(have) blown
break	(was) breaking	broke	(have) broken
bring	(was) bringing	brought	(have) brought
burst	(was) bursting	burst	(have) burst
choose	(was) choosing	chose	(have) chosen
come	(was) coming	came	(have) come
do	(was) doing	did	(have) done
drive	(was) driving	drove	(have) driven
eat	(was) eating	ate	(have) eaten
fall	(was) falling	fell	(have) fallen
freeze	(was) freezing	froze	(have) frozen
give	(was) giving	gave	(have) given
go	(was) going	went	(have) gone
know	(was) knowing	knew	(have) known
ride	(was) riding	rode	(have) ridden
ring	(was) ringing	rang	(have) rung
run	(was) running	ran	(have) run
see	(was) seeing	saw	(have) seen
shrink	(was) shrinking	shrank	(have) shrunk
speak	(was) speaking	spoke	(have) spoken
steal	(was) stealing	stole	(have) stolen
swim	(was) swimming	swam	(have) swum
take	(was) taking	took	(have) taken
throw	(was) throwing	threw	(have) thrown
write	(was) writing	wrote	(have) written

READING STANDARD C-7 — ACTIVITY SHEET 1
ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Write the plural for each of these words on your own paper.*

1. dog
2. half
3. fly
4. country
5. church
6. knife
7. chair
8. woman
9. glass
10. baby
11. tooth
12. brush
13. milk
14. man
15. lunch
16. foot
17. life
18. dress
19. potato
20. copy
21. photo
22. lady
23. tax
24. record
25. loaf
26. child
27. deer
28. beach
29. hobby
30. mouse
31. self
32. guess
33. injury
34. hello
35. activity
36. tomato
37. avocado
38. pencil
39. piano
40. hero

READING STANDARD C-7 – ACTIVITY SHEET 2

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Rewrite the following sentences making the underlined words show possession. Use your own paper.*

1. **Mary hobby is collecting ballplayers autographs.**
2. **John wallet is at the doctor office.**
3. **The veterinarian voice scared the man dog.**
4. **The girl books fell off of her father bike.**
5. **The children clothes are in their grandmother washer.**
6. **Connie little brother and Kathy little sister are in the same grade in school.**
7. **My uncle beauty shop cuts men and women hair.**
8. **Clarence class beat Felicia class in magazine sales.**
9. **My brother shirt and my sister skirt were on the floor.**
10. **Which floor sells children furniture and which floor sells ladies jeans?**

READING STANDARD C-7 – ACTIVITY SHEET 3

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Choose the best answer to fill in the blank. Write the letter of the correct answer on your own paper.*

1. ____________________ feelings were hurt after the discussion with her mother.

a. Mary's
b. Marys'
c. Marys
d. Mary

2. The old boat of ____________________ got torn apart in the last storm.

a. theres
b. theirs'
c. theirs
d. there's

3. ____________________ recipe is this for crab quiche?

a. Who's
b. Whose
c. Ours
d. Our's

4. ____________________ ideas will be considered before a decision is made.

a. Everyone
b. Everyones'
c. Everyones
d. Everyone's

5. The school was proud of ____________________ band.

a. its
b. its'
c. it's
d. it

READING STANDARD C-7 – ACTIVITY SHEET 4

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Choose the best answer to fill in the blank. Write the letter of the correct answer on your own paper.*

1. This record is ____________________ .

a. your
b. your's
c. yours
d. yours'

2. The ____________________ book was on his desk.

a. teacher
b. teachers
c. teachers'
d. teacher's

3. The ____________________ books were in the storeroom.

a. teacher's
b. teachers'
c. teachers
d. teacher

4. The ____________________ father helped him learn to drive a car.

a. boy
b. boys
c. boy's
d. boys

5. The ____________________ father took them camping.

a. boy
b. boys
c. boy's
d. boys

READING STANDARD C-7 – ACTIVITY SHEET 5

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Rewrite the following sentences on your own paper choosing the correct word for each blank.*

1. Which of the two cans is ____________________ ?
   (large, larger, largest)
2. This is the ____________________ book I could find.
   (small, smaller, smallest)
3. Your piece of chocolate cake is ____________________ than mine.
   (big, bigger, biggest)
4. In our class, Yolanda is the ____________________ athlete.
   (good, better, best)
5. Here is the ____________________ painting Jill has ever made.
   (beautiful, more beautiful, most beautiful)
6. It's raining ____________________ today than yesterday.
   (hard, harder, hardest)
7. This ice cream tastes ____________________ than the kind I usually buy.
   (good, better, best)
8. I have the ____________________ car in town.
   (good, better, best)
9. You look ____________________ than usual today.
   (pretty, prettier, prettiest)
10. This dog is the ____________________ animal in the world.
    (funny, funnier, funniest)

READING STANDARD C-7 – ACTIVITY SHEET 6

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Rewrite the following sentences on your own paper choosing the correct word for each blank.*

1. Strawberry shortcake ____________________ delicious.
   (taste, tastes, tasting)
2. Lemons ____________________ sour.
   (taste, tastes, tasting)
3. Jerry's car is being ____________________.
   (repair, repaired, repairing)
4. We are ____________________ our roof.
   (repair, repaired, repairing)
5. Michael and David ____________________ that movie last night.
   (saw, seen, seeing)
6. Beth and Kim have ____________________ every movie in the last year.
   (saw, seen, seeing)
7. They have ____________________ shopping.
   (go, went, gone)
8. They ____________________ home first to eat lunch.
   (going, went, gone)
9. Spot ____________________ a hole in the screen.
   (chew, chewed, chewing)
10. Pat ____________________ my friend.
    (is, be, am)

ACTIVITY ANSWER KEY

READING STANDARD C-7

ACTIVITY 1

1. dogs
2. halves
3. flies
4. countries
5. churches
6. knives
7. chairs
8. women
9. glasses
10. babies
11. teeth
12. brushes
13. milk
14. men
15. lunches
16. feet
17. lives
18. dresses
19. potatoes
20. copies
21. photos
22. ladies
23. taxes
24. records
25. loaves
26. children
27. deer
28. beaches
29. hobbies
30. mice
31. selves
32. guesses
33. injuries
34. hellos
35. activities
36. tomatoes
37. avocados
38. pencils
39. pianos
40. heroes

ACTIVITY 2

1. Mary's, ballplayers'
2. John's, doctor's
3. veterinarian's, man's
4. girl's, father's
5. children's, grandmother's
6. Connie's, Kathy's
7. uncle's, men's, women's
8. Clarence's, Felicia's
9. brother's, sister's
10. children's, ladies'

ACTIVITY 3

1. a
2. c
3. b
4. d
5. a

Continued on next page

ACTIVITY ANSWER KEY

READING STANDARD C-7 (continued)

ACTIVITY 4

1. c
2. d
3. b
4. c
5. d

ACTIVITY 5

1. larger
2. smallest
3. bigger
4. best
5. most beautiful
6. harder
7. better
8. best
9. prettier
10. funniest

ACTIVITY 6

1. tastes
2. taste
3. repaired
4. repairing
5. saw
6. seen
7. gone
8. went
9. chewed
10. is

READING STANDARD C-7 – EVALUATION I

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Write the letter of the answer that best expresses the underlined sentence. Use your own paper.*

1. **Brian is the tallest person in our class.**
   - a. Bill is taller than Brian
   - b. There are fifteen people shorter than Brian.
   - c. Brian is tall.
   - d. No one in our class is taller than Brian.

2. **Don't go near the dogs' yard.**
   - a. Don't go near the yard with the dog.
   - b. Don't go near the yard with the dogs.
   - c. Don't go near the dogs and their yards.
   - d. Don't go near the yards with the dogs.

3. **Ann runs faster than I.**
   - a. Ann beats me when we run together.
   - b. I run faster than Ann
   - c. Ann and I run the same speed.
   - d. I beat Ann when we run together.

4. **Parties were planned for the children.**
   - a. One party was for one child.
   - b. One party was for all the children.
   - c. There were many parties for many children.
   - d. There were many parties for one child.

5. **Sally has been to the store.**
   - a. Sally went to the store and has returned.
   - b. Sally is at the store.
   - c. Sally will be going to the store.
   - d. Sally is going to the store.

READING STANDARD C-7 – EVALUATION II

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Write the letter of the answer that best expresses the underlined sentence. Use your own paper.*

1. **Rover is the smallest dog in the circus.**
   - a. No dog in the circus is smaller than Rover.
   - b. A cannonball is smaller than Rover.
   - c. The clowns are larger than Rover.
   - d. Rover is tiny.

2. **Come to my brother's party.**
   - a. My brother is having two parties.
   - b. My brothers are having two parties.
   - c. My brother is having a party.
   - d. My brothers are having a party.

3. **Pat plays tennis better than I.**
   - a. I beat Pat when we play tennis.
   - b. Pat beats me when we play tennis.
   - c. Pat and I play tennis about the same.
   - d. I have a great backhand and serve.

4. **Dancing lessons were given to all the men in football training.**
   - a. One man took football lessons.
   - b. Some men danced and some played football.
   - c. One man took dancing lessons.
   - d. Every man took many dancing lessons during football training.

5. **We were sailing last week.**
   - a. We are still sailing.
   - b. We went sailing.
   - c. We will be going sailing.
   - d. We like sailing.

READING STANDARD C-7 – EVALUATION III

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Write the letter of the answer that best expresses the underlined sentence. Use your own paper.*

1. **The library's books have been ordered.**

   a. Some books for one library will be ordered.
   b. Some books for many libraries will be ordered.
   c. Many books for one library were ordered.
   d. Many books for many libraries were ordered.

2. **Louise has been shopping.**

   a. Louise went shopping and has returned.
   b. Louise went shopping and is still there.
   c. Louise is going shopping tomorrow.
   d. Louise will be going shopping sometime.

3. **The meeting was held in the teacher's room.**

   a. They will meet in a room of teachers.
   b. They will meet in a room with a teacher.
   c. They met in a room that belonged to one teacher.
   d. They met in a room that belonged to many teachers.

4. **These cherries taste better than the ones I had at school.**

   a. I had cherries at school and these taste about the same.
   b. I had cherries at school but these are better.
   c. The cherries I had at school were better.
   d. The cherries I had at school were sweet.

5. **The children's zoo is closer to us than the regular zoo.**

   a. The regular zoo admits children.
   b. The regular zoo is close.
   c. The zoo for one child is far away.
   d. The zoo for many children is close.

READING STANDARD C-7 – EVALUATION IV

ASSOCIATE THE APPROPRIATE INFLECTED WORDS (PLURALS, POSSESSIVES, COMPARATIVES, SUPERLATIVES AND TENSE) IN A GIVEN CONTEXT

Student Directions: *Write the letter of the answer that best expresses the underlined sentence. Use your own paper.*

1. **Scott was the thinnest person in his family.**

    a. Everyone in Scott's family was thinner than Scott.
    b. Everyone in Scott's family was heavier than Scott.
    c. Scott was thinner than Joe, but Jake was thinner than Scott.
    d. Scott was heavier than his mother.

2. **Since the committee was formed on Monday, we should get a report soon.**

    a. We got a report and should make a committee.
    b. We got a report on Monday.
    c. The committee finished on Monday and we have a report.
    d. The committee started on Monday, but we don't have a report.

3. **The boy's dad makes good hamburgers.**

    a. No one makes hamburgers better.
    b. The father of two boys likes hamburgers.
    c. One boy has a dad who makes good hamburgers.
    d. One boy has a dad who doesn't like to cook.

4. **The children's toys were lost.**

    a. Many toys of many children could not be found.
    b. Many toys of one child could not be found.
    c. One toys of one child could not be found.
    d. One toy that belonged to many children could not be found.

5. **The men's room was locked.**

    a. There was room for a man, but not a woman.
    b. There was no room for men.
    c. The room for many men was not open.
    d. The room for one man was not open.

EVALUATION ANSWER KEY

READING STANDARD C-7

EVALUATION I

1. d
2. b
3. a
4. c
5. a

EVALUATION II

1. a
2. c
3. b
4. d
5. b

EVALUATION III

1. c
2. a
3. c
4. b
5. d

EVALUATION IV

1. b
2. d
3. c
4. a
5. c

READING STANDARD--D

The student will determine whether different selections have similar meanings.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

READING STANDARD--E: The student will determine the main idea of a message.

E-8: Determine the main idea stated in a paragraph.

READING STANDARD E-8 – PREPARATORY SHEET 1

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

TEACHER DIRECTED

EXPLANATION: Find the most important idea, or thought, expressed in the passage. It is called the **topic sentence**, and usually, but not always, appears first in a paragraph. Newspaper men call it a summary lead. It's the first sentence in a news story and tells: who, when, why, where, or what the story is about.

For example:

> "A three-year-old boy was severely injured early Monday when he was struck by a hit/run driver in downtown West Palm Beach."
>
> In a nutshell, it tells what happened to whom, where, and when. The rest of the story gives more details about the unfortunate event.

To help you find the main idea, make use of the following:

Who?
What?
Where?
When?
Why?
How?

Now, see if you can find the main idea in this passage:

> A starfish can open a clam. It can do this without breaking the shell. It wraps its arms around the clam and keeps pulling and pulling. At last, the clam, exhausted from the constant pressure, gives up. Its shell opens. Then it is dinner time for the starfish.

The main idea is:

A. **Why starfish like the taste of clams**
B. **How starfish open clams**
C. **What clams are like**

Choice "B." is correct.

There is nothing in the paragraph that states why starfish like the taste of clams (A), nor is there anything that really explains what clams are like (C). The passage does explain, though, how a starfish opens a clam; so (B) is correct because it tells the main idea of the selection.

READING STANDARD E-8 – ACTIVITY SHEET 1

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Choose the word that tells about all the rest. Write the answer on your own paper.*

1.
   a. fruit
   b. vegetables
   c. food
   d. bread

2.
   a. shirt
   b. skirt
   c. jeans
   d. clothing

3.
   a. sports
   b. tennis
   c. soccer
   d. basketball

4.
   a. purple
   b. colors
   c. yellow
   d. orange

5.
   a. metal
   b. iron
   c. copper
   d. brass

6.
   a. rock
   b. music
   c. country
   d. jazz

7.
   a. home economics
   b. math
   c. subjects
   d. science

8.
   a. clean
   b. repair
   c. build
   d. work

9.
   a. penny
   b. nickel
   c. quarter
   d. money

10.
   a. instruments
   b. piano
   c. banjo
   d. guitar

READING STANDARD E-8 – ACTIVITY SHEET 2
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Choose the sentence that tells about all the rest. Write the answer on your own paper.*

1. a. **Sheila likes to play sports.**
b. **Sheila likes to play soccer.**
c. **Sheila likes to play tennis.**
d. **Sheila likes to play basketball.**

2. a. **I enjoy sleeping in a tent.**
b. **It's great fun cooking over a campfire.**
c. **Hiking through the woods is great.**
d. **I really love going camping.**

3. a. **Pin the pattern on the fabric and cut out the pieces.**
b. **It's easy to make a shirt.**
c. **Sew the seams according to the instructions.**
d. **Buy a pattern, fabric, thread, and buttons.**

4. a. **I made my reservation.**
b. **I bought my ticket.**
c. **I'm flying to Canada to visit my grandmother.**
d. **I packed my suitcase.**

5. a. **You can make toys from scraps of wood.**
b. **Draw a design on paper and trace it on the wood.**
c. **Use a jigsaw to cut out the shapes.**
d. **Sand them before giving them to a child.**

READING STANDARD E-8 – ACTIVITY SHEET 3
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Choose the sentence that tells about all the rest. Write the answer on your own paper.*

1. a. David likes spaghetti.
   b. David likes lasagna.
   c. David likes to eat Italian food.
   d. David likes pizza.

2. a. It's always sunny in Florida.
   b. The weather in Florida is very pleasant.
   c. It usually doesn't rain very long.
   d. The days are warm.

3. a. Scott likes physical education class.
   b. Scott likes to play in the band.
   c. Scott likes English class.
   d. Scott likes to go to school.

4. a. I like colorful rooms.
   b. I like bright yellow walls.
   c. I like orange carpeting.
   d. I like cheerful printed curtains.

5. a. The monkeys swing from tree to tree.
   b. The elephants play with a tire.
   c. It's fun to visit the zoo.
   d. The peacocks show their feathers.

READING STANDARD E-8 – ACTIVITY SHEET 4

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passages. One sentence in each passage tells about all the rest. Write that sentence on a separate sheet of paper.*

1. **The crowds are gathering by the side of the road. The police had blocked off the traffic at the beginning and end of town. Vendors were selling baloons. Father's carried their little children on their shoulders. Everyone was ready for the parade.**

2. **The bank on Lake Worth Road was robbed last night. A lone gunman gave a note to the teller and got away with an estimated eight thousand dollars. There are no suspects in this case.**

3. **Try as I may, I just couldn't do it. Algebra is my roughest subject. I listened in class, but my homework doesn't make any sense. I don't know how to do it.**

4. **This is the best book I've ever read. I haven't been able to put it down. It has mystery, adventure, and a love story in a science fiction setting. Last night I even dreamed about it!**

5. **Johnny has sent you flowers and candy. He has taken you out every weekend. He calls you all the time and came to see you in the hospital. I think Johhny really likes you.**

READING STANDARD E-8 – ACTIVITY SHEET 5

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **It's easy to make a bookshelf. First, make a drawing of what you'd like it to look like. Next, take measurements and buy the wood. Saw, nail, and glue the parts in place. A finishing coat of stain and varnish complete the task.**

   What is the main idea?
   a. how to make a pattern
   b. how to use a power saw
   c. how to varnish and paint
   d. how to make a bookshelf

2. **The year 1849 started the gold rush. Millions went to California to try their luck and good fortune. People panned for gold day and night. Everyone wanted to get rich.**

   What is the main idea?
   a. There was a Gold Rush in 1849.
   b. People moved to California.
   c. People like to work day and night.
   d. Gold is used for jewelry.

3. **Selecting a new ten-speed bicycle is a big task. I talked to all my friends and rode their bikes. Then, I went to bicycle shops to hear what the salespeople had to say. I got brochures from the manufacturers and read articles on consumer tips. I finally made the best decision and bought a bike that was perfect for me.**

   What is the main idea?
   a. how to ride a ten-speed
   b. buying a ten-speed
   c. buying consumer magazines
   d. how to get brochures

4. **Stamp collecting is fun. New stamps are issued often at the post office. Every letter has a stamp of some kind. Collectors trade their duplicates at stamp shows. Old stamps can even be bought.**

   What is the main idea?
   a. stamp shows
   b. post offices
   c. stamp collecting
   d. issuing new stamps

5. **My grandmother is a quilter. She saves every scrap of fabric and cuts and sews it. She puts the quilts on a frame to stitch. Some of her quilts she keeps, some she gives away, and some win prizes. My grandmother loves to make quilts.**

   What is the main idea?
   a. My grandmother make cookies.
   b. My grandmother wins quilt shows.
   c. My grandmother has a quilt frame.
   d. My grandmother makes quilts.

ACTIVITY ANSWER KEY

READING STANDARD E-8

ACTIVITY 1

1. c
2. d
3. a
4. b
5. a
6. b
7. c
8. d
9. d
10. a

ACTIVITY 2

1. a
2. d
3. b
4. c
5. a

ACTIVITY 3

1. c
2. b
3. d
4. a
5. c

ACTIVITY 4

1. Everyone was ready for the parade.
2. The bank on Lake Worth Road was robbed last night.
3. Algebra is my roughest subject.
4. This is the best book I've ever read.
5. I think Johnny really likes you.

ACTIVITY 5

1. d
2. a
3. b
4. c
5. d

READING STANDARD E-8 – EVALUATION I
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Iron is plentiful and has many uses. Bridges, buildings, knives, and utensils can all be made from iron. Iron can also be magnetized. Iron has so many uses. It is valuable in numerous ways.**

   What is the main idea?
   a. Iron is plentiful.
   b. Iron has many uses.
   c. Bridges are made of iron.
   d. Iron can be magnetized.

2. **We are dependent on the sun and need it to survive. It provides light as well as heat for our crops to grow. The sun warms the land, oceans, and air. Many people even have solar collectors in their homes to heat their water. We could not live without the sun.**

   What is the main idea?
   a. The sun warms our air.
   b. The sun provides light.
   c. We need the sun to live.
   d. The sun heats our water.

3. **Monday was a bad day. First, I overslept and had to run to school without breakfast. We had a quiz in history and I failed it. I lost my lunch ticket and got in a fight in the cafeteria. After school I went to apply for a job, but I wasn't old enough. Everything went wrong on Monday.**

   What is the main idea?
   a. Everything went wrong on Monday.
   b. I lost my lunch ticket.
   c. I got into a fight.
   d. Teachers should not give quizzes on Mondays.

4. **Summertime makes the lawn grow quickly. The grass just gets cut and it needs it again. The warm sun and frequent showers make the grass grow quicker in the summer than in the winter.**

   What is the main idea?
   a. I don't like to cut the grass.
   b. It's hot in the summer.
   c. Rain makes grass grow.
   d. The grass grows quickly in the summertime.

READING STANDARD E-8 – EVALUATION II

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Every year has four seasons. In summer the weather is hot and all the plants are in bloom. Autumn is harvest time and it is necessary to prepare for winter. Cold, weary winter is the time the earth rests and plants are dormant. Spring awakens all of nature to life.**

   What is the main idea?
   a. There are four seasons every year.
   b. Summer is hot.
   c. Winter is cold.
   d. Spring is the best season.

2. **It's simple to pop corn. Put some oil in the bottom of a pan and add popcorn. Put the lid on the pan and turn the stove to high. After the first kernel pops, shake the pan. When the popping stops, add salt and enjoy!**

   What is the main idea?
   a. The pan must have a lid.
   b. Popcorn is cooked over high heat.
   c. Popcorn is easy to make.
   d. Popcorn is good with salt.

3. **Sometimes little sisters can be annoying. They always need help with everything they do. They like to tear paper and color on everything. Little sisters always want to follow us around. Little sisters can be pests!**

   What is the main idea?
   a. Little sisters tear paper.
   b. Little sisters are fun.
   c. Little sisters like to color.
   d. Little sisters are a bother.

4. **Today's school are drastically different from those of long ago. Electricity, heating, and air-conditioning were not in schools a century ago. Modern schools have offices, laboratories, libraries, and cafeterias; one-room schoolhouses had none.**

   What is the main idea?
   a. Schools are air-conditioned.
   b. Modern schools are different from those long ago.
   c. One-room schoolhouses had no library.
   d. Modern schools have laboratories.

READING STANDARD E-8 – EVALUATION III
DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Safety rules may save your life while swimming. Never swim alone or if you feel tired. Always swim in water before you dive to check its depth. Stay in the shallow water unless you are a competent swimmer. These rules are important to remember when swimming.**

    What is the main idea?
    a. Never swim alone.
    b. Stay in shallow water.
    c. Never dive in deep water.
    d. Safety rules may save your life.

2. **Geometric shapes are all around. Candy bars are rectangular, sandwiches are squares, or triangles, and cookies are circles. Rectangles can be found in doors, fences, houses, and piano benches. Can you find a shape near you?**

    What is the main idea?
    a. Shapes are all around you.
    b. Cookies are circles.
    c. Rectangles can be found in doors.
    d. Candy bars are rectangles.

3. **Some exercises are favorites with people of all different ages. Children and adults both love swimming. Tennis is enjoyed by any member of a family. Everyone loves riding bikes. Jogging is also popular with young and old alike.**

    What is the main idea?
    a. Swimming and tennis are family sports.
    b. A few sports are popular with people of any age.
    c. Young people like jogging.
    d. Old people ride bicycles.

4. **Our vacation tour is to many countries. First, we visit London; then off to France. We spend four days in Germany and only two in Italy. I want to visit Ireland and Wales, too.**

    What is the main idea?
    a. We want to visit Wales.
    b. We hope to have a happy vacation.
    c. We're visiting many countries.
    d. We like Germany.

READING STANDARD E-8 – EVALUATION IV

DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH

Student Directions: *Read the passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Kate's palms were wet. Her heart seemed to be beating a million times per minute. Her knees were shaking and she had never been more nervous.**

What is the main idea?

a. Kate is hot and sweaty.
b. Kate has the flu.
c. Kate is nervous.
d. Kate needs to see a doctor.

2. **George had three jobs during the summer. First, he picked tomatoes at the farm. Then, he got a job washing dishes at a restaurant. Finally, he ended the summer working as a cashier.**

What is the main idea?

a. George didn't like farm work.
b. George had three summer jobs.
c. George wants to own a restaurant.
d. George enjoyed his summer.

3. **Our flag is very symbolic. The stripes stand for the thirteen colonies, and the stars are for the states. The colors represent loyalty, purity, and bravery. The United States of America has a flag with a great deal of meaning.**

What is the main idea?

a. Betsy Ross made the first flag.
b. Fly your U.S.A. flag and be patriotic.
c. The U.S.A. flag is very pretty.
d. The U.S.A. flag has much meaning.

4. **The dance was a huge success. The band was the best band that ever played at our school. The student council made $800.00 profit and everyone had a terrific time.**

What is the main idea?

a. The dance was successful.
b. The dance lasted too long.
c. No one danced.
d. The refreshments were stale.

EVALUATION ANSWER KEY

READING STANDARD E-8

EVALUATION I

1. b
2. c
3. a
4. d

EVALUATION II

1. a
2. c
3. d
4. b

EVALUATION III

1. d
2. a
3. b
4. c

EVALUATION IV

1. c
2. b
3. d
4. a

E-9: Determine the main idea inferred from a paragraph.

READING STANDARD E-9 – PREPARATORY SHEET 1

DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

TEACHER DIRECTED

EXPLANATION: To infer means to come to a decision, form an opinion, or draw a conclusion from a statement or paragraph when the answer is not directly expressed in the passage. Sometimes this is known as "reading between the lines," but it's very much like playing detective. You must detect the answer from clues given in the passage. To become a good detective requires much practice. Let's begin withthis example:

WORD GROUP

bed
sheet
pillow
quilt
blanket
mattress
snore
bedroom

The word that does not belong in this group is:

A. **sheet**
B. **snore**
C. **blanket**

That's right, (B) snore is the answer. Sheet and blanket are articles found in a bedroom. They are inanimate (without life) objects. Snore, however, comes from something animate (with life). True, snoring often happens in the bedroom, but is has also been known to happen in the classroom.

Now, let's try another sample:

My sister Sue has her club meeting at our house every month. She always puts out bowls of pretzels and potato chips for her friends. Sue's club is meeting at our house tonight. Sue went to the grocery store.

Sue will probably buy:

A. **soda and crackers**
B. **fruit and vegetables**
C. **pretzels and potato chips**

If you chose (C.), peanuts and potato chips, you are correct. The clues were: **our house, always.** While the passage did not directly state that Sue was going to the grocery store to buy pretzels and potato chips, it did say the club was "meeting at our house," and the smart detective **inferred** that Sue would buy the goodies, because she always had in the past.

READING STANDARD E-9 – PREPARATORY SHEET 2
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Inferred main idea – the main idea is not stated but there are many clues.

Example: The sun was shining brightly overhead when we had our picnic.

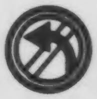
What time of day was the picnic?

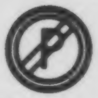
a. 5 a.m.
b. 12 noon
c. 6 p.m.
d. 12 midnight

Students should review:

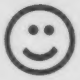
I. **Symbols:**

A. **Traffic signs with no words.**


= **no left turn**


= **no parking, etc.**

B. **Universals** –

1. **skull and cross bones = poison**
2. **heart = love**
3. **cross = faith**
4. **X = wrong**
5.  = **happy**

II. **Games**

A. **Twenty Questions – Have one student think of a topic. (bananas) Then he must give one hint to the class. (I am thinking of something to eat). The class may ask him up to twenty questions that can be answered with "yes" or "no". (Is it a vegetable?). The first person in the class who can infer (guess) the answer, wins and then gets to think of a topic.**

B. **Charades – Have the students divided into groups of four or five students. Each group will have a list of words, phrases, and sentences. In the game of pantomine clues, the words, phrases and sentences will be acted out by one group until members of the other group guess the answer based on the clues given.**

READING STANDARD E-9 – ACTIVITY SHEET 1
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Write the main idea for each group of words on your own paper.*

1. ____________________

   a. orange juice
   b. cereal
   c. banana
   d. milk

2. ____________________

   a. measles
   b. mumps
   c. chicken pox
   d. diabetes

3. ____________________

   a. punt
   b. pass
   c. tackle
   d. touch down

4. ____________________

   a. dogs
   b. chickens
   c. cats
   d. zebras

5. ____________________

   a. Florida
   b. Tennessee
   c. New Jersey
   d. Alaska

6. ____________________

   a. rain
   b. snow
   c. sleet
   d. hail

7. ____________________

   a. Tallahassee
   b. West Palm Beach
   c. Jacksonville
   d. Orlando

8. ____________________

   a. Jordan Marsh
   b. Burdines
   c. Penneys
   d. Jeffersons

9. ____________________

   a. Publix
   b. Grand Union
   c. Winn-Dixie
   d. Pantry Pride

10. ____________________

   a. shells
   b. sea weed
   c. sand
   d. salt water

READING STANDARD E-9 – ACTIVITY SHEET 2
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Write a sentence that tells about all the rest. Write your answer on your paper.*

1. ______________________________

   a. I like Corvettes.
   b. I like M.G.'s.
   c. I like Datsuns.
   d. I like Ferraris.

2. ______________________________

   a. Nancy is an excellent swimmer.
   b. Nancy plays basketball and soccer at school.
   c. Nancy plays softball in a league.
   d. Nancy jogs every morning before school.

3. ______________________________

   a. The nurse took the patient's pulse.
   b. The nurse took his temperature and blood pressure.
   c. The nurse made the patient relax and not worry.
   d. The nurse weighed and measured the patient.

4. ______________________________

   a. Read the directions on the packages.
   b. Put the cake mix in a bowl, add eggs and water, and beat.
   c. Preheat oven to 350°. Grease and flour the pan.
   d. Bake the cake for 45 minutes. Cool and frost.

5. ______________________________

   a. I make the bed.
   b. I shower, shave, brush my teeth, and get dressed.
   c. I eat breakfast.
   d. I walk my dog.

READING STANDARD E-9 – ACTIVITY SHEET 3

DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each sentence and infer which word should be placed in the blank. Write the letter of the correct answer on your own paper.*

1. Some painters who are very ______________ can sell their works for thousands of dollars.

a. poor
b. hopeful
c. successful
d. modern

2. Joanne's happy smile, bright eyes, and sunny disposition showed she was a ________ person.

a. pleasant
b. grouchy
c. tired
d. dreary

3. Kimberly was ready to go on her trip. She packed all her clothes into a ______________ and headed for the airport.

a. pillowcase
b. pocketbook
c. washer
d. suitcase

4. Jeremy caught the measles. He had a fever and tiny red ______________ all over his body.

a. bites
b. spots
c. warts
d. rings

5. The detectives were ______________ by the crime. There were no witnesses, no clues, and no possible way it would have happened.

a. delighted
b. puzzled
c. happy
d. amused

READING STANDARD E-9 – ACTIVITY SHEET 4

DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each sentence and write a word for what you think the underlined word means.*

1. After the huge Christmas dinner, Mark was satiated.

2. The celebrity traveled incognito so that she wouldn't be recognized.

3. Sometimes Lou acts like a buffoon, but he's very serious underneath.

4. The nearby beaches are always so crowded. We began searching for a more remote place.

5. The Hamiltons must be poor after having fed my brothers. My brothers have gargantuan appetites.

READING STANDARD E-9 – ACTIVITY SHEET 5

DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Dolphins have voices and can make thirty-two distinct sounds. They can squeak, groan, whistle, and croak. They seem to communicate to each other very well and can distinguish individual dolphins by their voices.**

   What is the main idea?
   a. dolphins can talk
   b. dolphins can swim
   c. dolphins like people
   d. dolphins are kind to children

2. **Rav and Wayne had been diving for lobster when they saw a glimmer of something shining. They investigated further and found a gold statue, coins, and jewelry that were very old. They took all those things to the police and were told they were very valuable.**

   What is the main idea?
   a. skin diving
   b. catching lobster
   c. finding Spanish weapons
   d. finding buried treasure

3. **The coal industry is trying to find a cleaner way to burn coal. Scientists are trying to make solar energy more practical. Nuclear energy plants are sprouting up across the country. Gasohol is being tested.**

   What is the main idea?
   a. solar energy plants in Florida
   b. protesting nuclear energy
   c. energy alternatives to oil
   d. ways to spend money

4. **Sandra slid into home plate and broke her ankle. Donna hit a homerun and tore a ligament in her shoulder. Marie twisted her ankle as she jumped up to catch a fly ball.**

   What is the main idea?
   a. softball can be fun
   b. softball can be dangerous
   c. softball can be exhausting
   d. softball can be silly

5. **David's mother has tried everything imaginable. She is not eating as much food, exercising every day, and counting calories. She needs to lose twenty pounds by next month to fit into her bathing suit.**

   What is the main idea?
   a. David's mother is on a diet.
   b. David's mother is pretty.
   c. David's mother takes dance lessons.
   d. David's mother gives swimming lessons.

ACTIVITY ANSWER KEY

READING STANDARD E-9

ACTIVITY 1 (Answers may vary.)

1. breakfast
2. diseases
3. football
4. animals
5. states
6. weather
7. cities in Florida
8. department stores
9. grocery stores
10. beach

ACTIVITY 2 (Answers will vary.)

1. I like cars.
2. Nancy is athletic.
3. A nurse has many duties.
4. Here are steps to make a cake.
5. These are the things I do in the morning before school.

ACTIVITY 3

1. c
2. a
3. d
4. b
5. b

ACTIVITY 4

1. full
2. in disguise
3. clown
4. faraway
5. huge

ACTIVITY 5

1. a
2. d
3. c
4. b
5. a

READING STANDARD E-9 – EVALUATION I
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Terry never used ketchup. He dislikes spaghetti sauce and chili. He always picks the tomatoes off hamburgers and would never drink tomato juice.**

What is the main idea?

a. Terry doesn't like Italian food.
b. Terry doesn't like to eat.
c. Terry doesn't like onions.
d. Terry doesn't like tomatoes.

2. **South Florida has frequent thunder showers. It can be hot and sunny one moment, and dark and rainy the next. Sometimes, it rains on one side of the street and not the other.**

What is the main idea?

a. The weather forecast looks good.
b. Weather changes quickly in South Florida.
c. He watched the weather report on television.
d. The weather was hot and sunny.

READING STANDARD E-9 – EVALUATION II
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **People in Florida have to take special precautions against hurricanes. Buildings must have secure foundations. Many people have hurricane shutters for their homes. People are encouraged to stock their cabinets with candles, canned goods, and bottled water in case the hurricanes destroy the power lines.**

What is the main idea?

a. People prepare for the dangers of hurricanes.
b. Hurricanes rarely hit Florida.
c. Hurricanes are superstitions.
d. People shop for candles during hurricanes.

2. **Billy just signed with the Atlanta Braves. Besides being a terrific baseball player, he also plays basketball and tennis. He jogs and swims every day, just to keep in shape.**

What is the main idea?

a. Billy likes soccer.
b. Billy is very athletic.
c. Billy will become rich.
d. Billy will endorse cereals.

3. **Jamie has a yellow bedroom and a yellow bike. She has lots of yellow clothes, even a yellow bathing suit. She wanted a yellow birthday cake, and likes lemonade just because it's yellow. When she was shopping for an Easter dress, she found the perfect dress, only it was blue. She told her friend, "If only this dress was yellow, then it would be perfect."**

What is the main idea?

a. Jamie likes to go shopping.
b. Jamie likes lemonade.
c. Jamie likes the color yellow.
d. Jamie likes to spend money.

READING STANDARD E-9 – EVALUATION III
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. **Tanya has been playing piano since she was three. She also plays harp, flute, violin, and cello. She was the youngest person to ever play with the Palm Beach Symphony. She has just begun writing and composing music while she is studying music theory.**

What is the main idea?
a. Tanya is learning to become a physician.
b. Tanya is a talented musician.
c. Tanya is an accomplished athlete.
d. Tanya likes to play harp best.

2. **Mary Lou and Nancy stood in line to buy their tickets. As soon as they went inside, they each bought a drink and a huge tub of popcorn to share. Then they had to squeeze past some people to get seats at the end of the row. When they sat down, the lights went out and previews of coming attractions were shown.**

What is the main idea?
a. They bought buttered popcorn.
b. They were at a party.
c. They were at a basketball game.
d. They were at the movies.

3. **The best age for puppies to start being trained is the forty-ninth day. From that point on, it is easy to teach dogs tricks and obedience. Although any aged dog can be taught, it is easier to teach puppies than old dogs. The trainer should be firm and consistent.**

What is the main idea?
a. Any aged dog can be trained.
b. You can't teach an old dog new tricks.
c. Dogs should be house broken.
d. Dogs should go to school.

4. **George awakens every morning at 3 a.m. to get to work on time. He rolls up newspapers and puts them into plastic bags. Then he gets in his car to deliver the papers. Once every six months, he collects money.**

What is the main idea?
a. George is a truck driver.
b. George unloads trucks.
c. George is a newspaper carrier.
d. George is a cab driver.

READING STANDARD E-9 – EVALUATION IV
DETERMINE THE MAIN IDEA INFERRED FROM A PARAGRAPH

Student Directions: *Read each passage and select the main idea. Write the letter of the correct answer on your own paper.*

1. The dog was howling outside. The dark clouds were rolling in, and the wind was blowing the shutters. The rain began to pour and the electricity went off.

What is the main idea?
a. a fearful dog
b. a broken shutter
c. a hurricane party
d. a storm

2. Tricia loved math and hated English. Theresa loved English and hated math. They decided to work together and help each other as much as they could.

What is the main idea?
a. Cooperation helps both girls.
b. Tricia isn't very smart.
c. Theresa is slow.
d. They have too much homework.

3. Sarah works as a clerk at the convenience store. Late one night two men came in and told her to put all the money into a paper bag. She refused. One man tried to punch her and she flipped him on his back. Then she approached the other man, but he ran out of the store. The man on the floor quickly got up and scooted off.

What is the main idea?
a. Sarah doesn't make enough money.
b. Sarah prevented a robbery by using karate.
c. Sarah likes her job.
d. Sarah is a clerk.

4. Heather was closing her suitcase. Packed boxes were all over the house. Men were rolling up the carpet and putting all the furniture in a huge truck out front. Mother was crying as she hugged the neighbors good-bye.

What is the main idea?
a. Heather is going on vacation.
b. Heather and her mother have just returned from vacation.
c. Heather and her family are moving.
d. Heather and her family have just moved.

EVALUATION ANSWER KEY

READING STANDARD E-9

EVALUATION I

1. d
2. b

EVALUATION II

1. a
2. b
3. c

EVALUATION III

1. b
2. d
3. a
4. c

EVALUATION IV

1. d
2. a
3. b
4. c

READING STANDARD--F: The student will find information in a message.

F-10: Find who, what, where, when, which and how information in a selection.

READING STANDARD F-10 – PREPARATORY SHEET 1

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

TEACHER DIRECTED

EXPLANATION: Explain to students that when they read a selection of any type there is certain information they should recognize as important. This information can be found and understood by answering the following questions concerning the selection:

a. Who?
b. What?
c. Where?
d. When?
e. Which?
f. How?

Remember:
a. Who: names person or thing
b. What: explains action or state of being
c. Where: tells place
d. When: defines time
e. Which: distinguishes one from another
f. How: describes action

READING STANDARD F-10 – PREPARATORY SHEET 2

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

TEACHER DIRECTED

EXPLANATION: Review with students the informative questions they must learn in order to gain reporting and reading skills.

Explain to students that there are many different types of selections a person will read or listen to. These types of selections include **sentences, paragraphs, essays, materials from reference materials, newspaper articles** and non-fiction books.

Example 1: Have students select a reference book such as a text book or an encyclopedia. Have them choose a topic to read. Then have them answer the six questions needed for information. They may do this orally or on note book paper.

Example 2: Have students read aloud and then to themselves a news article which you have cut out for them. Then have each student write the title of their article. Under the title have them answer the six questions needed for information.

READING STANDARD F-10 – ACTIVITY SHEET 1

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Write the answer to the questions on your own paper.*

1. **My mother likes strawberries on her ice-cream.**
    a. who? ____________________
    b. what? ____________________
    c. where? ____________________

2. **The pilot took his glider from the hangar.**
    a. what? ____________________
    b. who? ____________________
    c. where? ____________________

3. **Darth Vader won the battle during the afternoon.**
    a. who? ____________________
    b. what? ____________________
    c. when? ____________________

4. **Snoopy loves Woodstock everyday.**
    a. who? ____________________
    b. what? ____________________
    c. how? ____________________

5. **Charlie's Angels are detectives in Los Angeles.**
    a. who? ____________________
    b. what? ____________________
    c. where? ____________________

READING STANDARD F-10 – ACTIVITY SHEET 2

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Write the answer to the questions on your own paper.*

1. **Superman flies faster than a speeding bullet.**
   a. who? ____________________
   b. what? ____________________
   c. how? ____________________

2. **My dog got a bath this morning.**
   a. who? ____________________
   b. what? ____________________
   c. when? ____________________

3. **Our principal received an award at the banquet.**
   a. who? ____________________
   b. what? ____________________
   c. where? ____________________

4. **Race car drivers have the best mechanics in the pits.**
   a. who? ____________________
   b. what? ____________________
   c. where? ____________________

5. **Cowboys herded cattle on the prairie in the 1800's.**
   a. who? ____________________
   b. what? ____________________
   c. where? ____________________
   d. when? ____________________

READING STANDARD F-10 – ACTIVITY SHEET 3

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *The underlined group of words answers one of the questions below. Choose the best answer and write the letter on your own paper.*

1. **Scuba divers are excellent at swimming.**

   a. who?
   b. where?
   c. how?
   d. what?

2. **Some people love dangerous sports.**

   a. who?
   b. where?
   c. what?
   d. which?

3. **I woke up this morning very slowly.**

   a. who?
   b. what?
   c. where?
   d. how?

4. **Everyone was dancing at the party.**

   a. who?
   b. where?
   c. what?
   d. how?

5. **The kite with the purple polka dots is my favorite.**

   a. which?
   b. when?
   c. who?
   d. where?

READING STANDARD F-10 – ACTIVITY SHEET 4

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *The underlined group of words answers one of the questions below. Choose the best answer and write the letter on your own paper.*

1. She is my best friend.
   - a. when?
   - b. where?
   - c. what?
   - d. who?

2. McDonald's sell hamburgers.
   - a. who?
   - b. what?
   - c. when?
   - d. where?

3. Mr. Jones washed the dishes quickly.
   - a. who?
   - b. where?
   - c. how?
   - d. which?

4. I like to swim at the beach.
   - a. who?
   - b. where?
   - c. when?
   - d. what?

5. The red bicycle is mine.
   - a. what?
   - b. how?
   - c. who?
   - d. which?

READING STANDARD F-10 – ACTIVITY SHEET 5

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Choose the best answer to each question. Write your answers on your own paper.*

The clerk in the convenience store on the corner of Tenth Avenue and Congress Avenue was robbed late last night. She was hit on the head with a gun but was otherwise unharmed. The police have no suspects in the case.

1. **Who was robbed?**

a. Congress Avenue
b. clerk
c. police
d. late last night

2. **What happened to the clerk?**

a. she was on the corner
b. she robbed the store
c. she is a suspect
d. she was robbed and hit on the head

3. **Where was the store?**

a. on the corner
b. late last night
c. in the head
d. in the case

4. **Which store was robbed?**

a. the one the police own
b. late last night
c. the one on Tenth and Congress Avenues
d. in the head with a gun

5. **How was the clerk hurt?**

a. she was harmed by the police
b. she was shot by the police
c. she was shot in the head with a gun
d. she was hit in the head with a gun

READING STANDARD F-10 – ACTIVITY SHEET 6
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Each student is to bring in three news articles. Read each article carefully. Paste each article on a sheet of paper. Answer the following questions about each article on your own paper.*

1. **Who?**
2. **What?**
3. **Where?**
4. **When?**
5. **Which?**
6. **How?**

ACTIVITY ANSWER KEY

READING STANDARD F-10

ACTIVITY 1

1. a. my mother
   b. likes strawberries
   c. on ice cream
2. a. glider
   b. pilot
   c. hangar
3. a. Darth Vader
   b. won battle
   c. during the afternoon
4. a. Snoopy
   b. loves woodstock
   c. every day
5. a. Charlies Angeles
   b. are
   c. in Los Angeles

ACTIVITY 2

1. a. Superman
   b. flies
   c. faster than a speeding bullet
2. a. my dog
   b. got a bath
   c. this morning
3. a. our principal
   b. received an award
   c. at the banquet
4. a. Race car drivers
   b. have the best mechanics
   c. in the pits
5. a. cowboys
   b. herded cattle
   c. on the prairie
   d. in the 1800's

ACTIVITY 3

1. a. who
2. c. what
3. d. how
4. b. where
5. a. which

Continued on next page

ACTIVITY ANSWER KEY

READING STANDARD F-10 (continued)

ACTIVITY 4

1. d. who
2. b. what
3. c. how
4. b. where
5. d. which

ACTIVITY 5

1. b
2. d
3. a
4. c
5. d

ACTIVITY 6

(Answers will vary.)

READING STANDARD F-10 – EVALUATION I

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Read the passage and choose the best answer for each question. Write your answers on your own paper.*

Washing the windows in Palm Beach Condominium has always been a very dangerous job because it is thirty stories high. Someone has just invented a computer window washer to make the job easier. The computer is a black box that travels up and down on a metal track and is controlled by one person who pushes a button inside the condominium. The computer travels eighty feet a minute and can wash all the windows in five days. The computer is used Monday through Friday from 8:30 a.m. – 5:00 p.m.

1. **Who controls the computer?**
   a. a person
   b. a computer
   c. a metal track
   d. a condominium

2. **What does the computer do?**
   a. pushes people
   b. pushes buttons
   c. washes windows
   d. washes condominiums

3. **Where is the person who controls the computer?**
   a. outside the condominium
   b. inside the metal track
   c. inside the computer
   d. inside the condominium

4. **When is the computer used?**
   a. by a person
   b. Monday through Friday
   c. thirty stories high
   d. five days

5. **Which condominium has this great computer?**
   a. Black Box Condominium
   b. Palm Beach Condominium
   c. Metal Track Condominium
   d. Thirty Story Condominium

6. **How long does it take to wash all the windows?**
   a. one day
   b. eighty days
   c. thirty days
   d. five days

READING STANDARD F-10 – EVALUATION II

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Read the passage and choose the best answer for each question. Write your answers on your own paper.*

On the Fourth of July our town is having its annual celebration. The parade will start at High Street at 10 a.m. Anyone may walk in the parade. The barbeque starts at noon in Haines Park and lasts all day. In the afternoon there are games and races. The fireworks end the day at sunset.

1. Who can be in the parade?

a. anyone
b. only people age 12 or older
c. anyone taller than 45"
d. only residents of the town

2. What time does the barbeque start?

a. 10 a.m.
b. 12 noon
c. 3 p.m.
d. 7 p.m.

3. Where is the barbeque?

a. High Street
b. Haines Street
c. High Park
d. Haines Park

4. When are the races?

a. at sunrise
b. in the morning
c. in the afternoon
d. at sunset

5. Which holiday is being celebrated?

a. Christmas
b. Easter
c. Fourth of July
d. Valentine's Day

6. How long is the Fourth of July celebration?

a. 10 a.m. – night
b. morning – 3 p.m.
c. 10 a.m. – 4 p.m.
d. 1 p.m. – night

READING STANDARD F-10 – EVALUATION III

FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Read the passage and choose the best answer for each question. Write your answers on your own paper.*

There will be a business meeting of the Southeastern Chapter of the Antique Car Dealers in Daytona Beach on July 4th at 6:00 p.m. A social meeting will follow at the Holiday Inn. For further information call Mr. Holloway.

1. **Who is having the meeting?**
   - a. Daytona Beach
   - b. Holiday Inn
   - c. Mr. Holloway
   - d. Antique Car Dealers Club

2. **What time does the business meeting start?**
   - a. 6:00 p.m.
   - b. after the social meeting
   - c. 12:00 noon
   - d. 6:00 a.m.

3. **Where will the business meeting be held?**
   - a. July 4th
   - b. Southeastern Chapter
   - c. Daytona Beach
   - d. Antique Car Dealers Club

4. **When is the social meeting?**
   - a. July 5th
   - b. after the business meeting on July 4th.
   - c. before the business meeting on July 4th.
   - d. July 3rd.

5. **Which chapter of the Antique Car Dealers is having a business meeting?**
   - a. Daytona Beach
   - b. Mr. Holloway
   - c. Southeastern Chapter
   - d. Social meeting

6. **How can you get more information?**
   - a. Call Antique Car Dealers Club
   - b. Call Daytona Beach
   - c. Call Mr. Holloway
   - d. Call Holiday Inn

READING STANDARD F-10 – EVALUATION IV
FIND WHO, WHAT, WHERE, WHEN, WHICH, AND HOW INFORMATION IN A SELECTION

Student Directions: *Read the passage and choose the best answer for each question. Write your answers on your own paper.*

On Tuesday Anna parked her Mustang in a "no parking" zone of the hospital. When she came back later, there was a parking ticket under her windshield wiper.

1. **Where was the ticket?**

a. under the no parking zone
b. under the car
c. under the windshield wiper
d. under the hospital

2. **Who got a parking ticket?**

a. hospital
b. Anna
c. Tuesday
d. Windshield wiper

3. **How did Anna get a ticket?**

a. for parking on Tuesday
b. for not putting money in the meter
c. for parking in a hospital zone
d. for parking in a no parking zone

4. **When did Anna get a ticket?**

a. Tuesday
b. Wednesday
c. March
d. Sunday

5. **What car was Anna driving?**

a. Cadillac
b. Ferrari
c. Mercedes
d. Mustang

6. **In which zone did Anna park her car?**

a. emergency zone
b. hospital zone
c. 30 minute parking zone
d. no parking zone

EVALUATION ANSWER KEY

READING STANDARD F-10

EVALUATION I

1. a
2. c
3. d
4. b
5. d

EVALUATION II

1. a
2. b
3. d
4. c
5. a

EVALUATION III

1. d
2. a
3. c
4. b
5. c

EVALUATION IV

1. c
2. b
3. d
4. a
5. d

F-11: Determine the order of details in a selection.

READING STANDARD F-11 – PREPARATORY SHEET 1
DETERMINE THE ORDER OF DETAILS IN A SELECTION

TEACHER DIRECTED

EXPLANATION. When directed to determine the order of details in a selection, you are really being asked to put events in the order they actually happened. That's all there is to it. For example:

Think about what you did so far today. The first thing you did was wake up this morning. Right? Was your day like Ralph's? After Ralph woke up, he washed and dressed himself. Next, he ate breakfast. Then, he got his books and rode the bus to school.

Right after Ralph woke up, he:

A. **got his books**
B. **washed and dressed himself**
C. **ate breakfast**

If your answer was "B", you are correct. Here's what Ralph did:

1. **woke up**
2. **washed and dressed**
3. **ate breakfast**
4. **got his books and rode the bus to school**

Let's try another one:

I earn my living as a newspaper cartoonist. That means I must always know what's going on. Every morning I turn on the 7 o'clock news report. Then, about 10:30 A.M., two newspapers are dropped on my doorstep. I also try to watch the evening TV newscasts. Sometimes I switch back and forth between channels. Each week, I read several news magazines.

Before reading the newspapers, the cartoonist:

A. **reads several news magazines**
B. **hears the evening report**
C. **hears the morning report**
D. **switches back and forth between channels**

"C" is the correct answer. Check back in the selection. You will find that the cartoonist listened to the 7:00 A.M. news report before reading the two newspapers, which weren't delivered until 10:30 A.M.

READING STANDARD F-11 — PREPARATORY SHEET 2
DETERMINE THE ORDER OF DETAILS IN A SELECTION

TEACHER DIRECTED

EXPLANATION: The **order of details** means the sequence of events in a selection.

Following are some activities for reinforcing sequencing skills:

I. **COMIC CHAOS!**

Have each student bring in a comic strip. Cut the strips apart and reassemble. Have students swap with each other.

II. **HOW DID YOU DO THAT?**

List some every day activities; going to school, lunch time, Saturday's events, baseball game, etc. Have each student choose one topic and write five steps in order. **(example: lunchtime — 1. go to homeroom 2. get lunch ticket 3. go to cafeteria, 4. stand in line 5. pick up tray etc.)**

When everyone understands the concept of sequence, take a familiar story or movie and write the steps.

III. **WHAT DID YOU SAY?**

Choose a person to relate a personal antedote. Have someone else identify the main elements **in order**.

READING STANDARD F-11 – ACTIVITY SHEET 1
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Number your paper from 1-8. Write these steps in the order they should occur.*

HOW TO MAKE A PIZZA:

_____ a. Mix dough and knead for 5 minutes.

_____ b. Add sauce, mushrooms, and meat.

_____ c. Cut into eight pieces and enjoy!

_____ d. Place in oven.

_____ e. Decide to make a pizza. Preheat oven and gather ingredients.

_____ f. Sprinkle the top with cheese.

_____ g. Roll out dough onto pizza pan.

_____ h. Bake for twenty minutes.

READING STANDARD F-11 – ACTIVITY SHEET 2
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Number your paper from 1-8. Write these steps in the order they should occur.*

HOW TO MAKE A TERRARIUM:

_____ a. **Carefully put plants into the soil.**

_____ b. **Put lid on terrarium.**

_____ c. **Gather rocks, sand, humus, fertilizer, and a covered container.**

_____ d. **Water the plants slowly and check the water in the bottom of container.**

_____ e. **Put a few rocks in the bottom of container.**

_____ f. **Enjoy watching your terrarium grow.**

_____ g. **Mix the fertilizer in humus.**

_____ h. **Put the fertilizer and humus mixture on top of the sand.**

READING STANDARD F-11 – ACTIVITY SHEET 3
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Number your paper from 1-8. Write these steps in the order they should occur.*

HOW TO MAKE A CAKE:

_____ a. Put cake in oven to bake for 30 minutes.

_____ b. Mix ingredients in order according to the recipe.

_____ c. Let cake cool and then frost.

_____ d. After 30 minutes, test cake to see if it is done.

_____ e. Assemble ingredients and preheat oven.

_____ f. Grease and lightly flour the cake pan.

_____ g. Enjoy!

_____ h. Pour the cake batter into the pan.

READING STANDARD F-11 – ACTIVITY SHEET 4
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Read the passage orally and choose the best answer.*

It's fun to make popcorn balls, especially at Halloween. First, pop a big batch of popcorn and add salt. In a saucepan, add 1 tablespoon of butter, ¾ cup water, and 3 cups brown sugar. Boil this mixture until it becomes a syrup. Pour it over the popcorn and shape into balls.

According to the passge, which statement has the facts in the right order?

a. Pop popcorn, make and boil syrup, make it into balls.

b. Make syrup, pop popcorn, make it into balls.

c. Pop popcorn, add sugar and salt, make into balls and add syrup.

d. Make syrup, pour into cups, add balls, and make popcorn.

ACTIVITY ANSWER KEY

READING STANDARD F-11

ACTIVITY 1

1. e
2. a
3. g
4. b
5. f
6. d
7. h
8. c

ACTIVITY 2

1. e
2. b
3. f
4. h
5. a
6. d
7. c
8. g

ACTIVITY 3

1. c
2. e
3. g
4. h
5. a
6. d
7. b
8. f

ACTIVITY 4

1. a

READING STANDARD F-11 – EVALUATION I
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Terry loves hot fudge sundaes so he asked me to come over and have one with him. He scooped the vanilla ice cream in the dishes while I heated the fudge sauce. We poured the sauce on top of the ice cream and added nuts and pineapples. The finishing touch was putting a big cherry on top. It was delicious!**

   According to the story, which statement has the facts in the right order?

   a. Terry asked me to come over, put the nuts in the dishes, and added ice cream.

   b. Terry put ice cream in the dishes and added sauce, nuts, pineapples, and cherry.

   c. Terry put ice cream in the dishes, added nuts, heated the sauce, and asked me to come over.

   d. Terry asked me to come over, added ice cream, cherries, pineapples, nuts, and hot fudge sauce to the dish.

2. **Jennifer wanted to wash her car so she closed her car windows. First, she got a bucket and added soap and water. Then she squirted her car with water and washed it down. Finally, she rinsed the car and dried it. It looked beautiful!**

   According to the story, which statement has the facts in the right order?

   a. Jennifer washed her car, rinsed it off, then closed her windows.

   b. Jennifer squirted her car, got a bucket, and washed her car.

   c. Jennifer closed her windows, got a bucket, and washed her car.

   d. Jennifer rinsed her car, dried it, squirted it with water, and got a bucket.

READING STANDARD F-11 – EVALUATION II
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

I. Bjorn Borg is an incredible tennis star. When he was nine years old, his father won a tennis racket for him. When he was eleven, he was suspended from his tennis club for improper behavior. His mother locked his racket in the closet for five months. From that moment on, he has worked hard and been exceptionally well-mannered. He has become the superstar of tennis during this decade.

According to the story, which statement has the facts in the correct order?

a. Borg's mother locked away his racket, so his dad won one for him to help him become a superstar.

b. Borg became a great star at eleven, won a racket for his dad, and locked his mother in a closet.

c. Borg's father won a racket, his mother locked it in a closet, he has become an incredible superstar.

d. Borg became a star at nine, hid in a closet, and won his mother a racket.

II. Every day on his way home from school, Mark stops at the convenience store to buy a soda and potato chips. Then he heads for the beach to see if anyone has caught any fish. When he finally gets home, he starts on his list of chores that his mother leaves for him every day.

According to the passage, which statement has the facts in the correct order?

a. Mark leaves school, buys a snack, stops by the beach, and goes home to work.

b. Mark leaves school, goes to the beach, buys a snack, and heads home.

c. Mark leaves school and goes home for a snack. When he has finished his chores, he goes to the beach.

d. Mark buys a snack before he leaves school, goes home, and goes to the beach.

READING STANDARD F-11 – EVALUATION III
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. Making iced tea is fun. Fill a pot with water and bring to a boil. Add tea bags and let steep for three to five minutes. Add sugar, lemon, and ice.

According to the passage, which statement has the facts in order?

a. Put tea in cold water, add sugar, lemon, ice.

b. Put tea in cold water and stir. Add ice.

c. Boil water, add sugar, mint, tea.

d. Boil water, add tea bags, sugar, lemon, and ice.

2. The Student Council wanted to have a dance at school. First, they had to get permission from their principal. Then they had to hire a band, hire a police officer, and recruit chaperones. Finally, they sold tickets and set up refreshments.

According to the passage, which statement has the facts in order?

a. They got approval from their principal, got a band, got a police officer, got chaperones, and sold tickets.

b. They got permission from their principal, then got chaperones, sold tickets, decorated, and played disco albums.

c. They sold tickets and found chaperones. Then they got permission and hired a band.

d. They got permission, hired a band, got chaperones, decorated, set up refreshments, sold tickets, and hired a police officer.

READING STANDARD F-11 – EVALUATION IV
DETERMINE THE ORDER OF DETAILS IN A SELECTION

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

Our English class decided to go on a field trip to see a play. We got approval and took home permission slips. When the day finally came, we boarded the school bus and went to the show. It was such a fantastic production. Afterwards, we got to go backstage and meet the actors.

According to the passage, which statement has the facts in the correct order?

a. We got permission, boarded the bus, saw the show, and went backstage.

b. We rode the bus, got off, stood in line to buy tickets, and saw the show.

c. We got permission, got on the bus, talked to the actors and saw the show.

d. We saw the show, boarded the bus home, and chatted with the actors.

EVALUATION ANSWER KEY

READING STANDARD F-11

EVALUATION I

1. b
2. c

EVALUATION II

1. c
2. a

EVALUATION III

1. d
2. a

EVALUATION IV

1. a

F-12: Find details which refer to a main idea.

READING STANDARD F-12 – PREPARATORY SHEET 1
FIND DETAILS WHICH REFER TO THE MAIN IDEA

TEACHER DIRECTED

EXPLANATION:

Review with students:

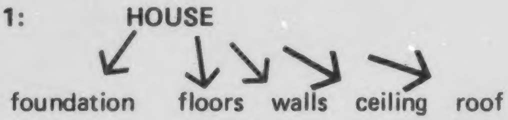
1. **Sentence:** A sentence is a group of words forming a complete thought or a complete idea. It contains a subject and a verb and other related words called modifiers.

2. **Paragraph:** A paragraph is a group of sentences which relate to a **topic sentence** or the main idea in a paragraph. Once the topic or main idea is determined, all other sentences in the paragraph are filled with details referring back to the topic sentence or the main idea.

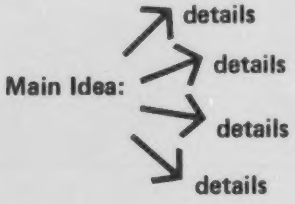
Discuss with students:

1. Each unit of writing should contain sentences **relating** only to one main idea as each part of the body of a person relates to the main human torso.
2. All details relating back to the main idea should be exact and specific; not general or unclear.
3. Details **build** upon a main idea just as a carpenter begins with a foundation and adds details until the house is complete.

Example 1:



Example 2:



READING STANDARD F-12 — ACTIVITY SHEET 1
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Read the passage. Find the main idea and the details which refer to the main idea. Write your answers on a separate sheet of paper.*

It was circus time once again. The elephants led the parade by hooking tails to trunks. The trapeze artists were amazing. The lions scared everyone. The jovial clowns completed the entertainment.

1. main idea ____________________
2. detail ____________________
3. detail ____________________
4. detail ____________________
5. detail ____________________

The human body is amazing. It digests food and carries oxygen to every part of the body. It can grow, make new tissues, and repair itself.

6. main idea ____________________
7. detail ____________________
8. detail ____________________
9. detail ____________________
10. detail ____________________

READING STANDARD F-12 – ACTIVITY SHEET 2
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Read the passage. Find the main idea and the details which refer to the main idea. Write your answers on a separate sheet of paper.*

Cindy is the most popular girl in school. Everyone thinks she is very friendly. She is always easy to get along with, she likes to tell jokes, and she never gossips.

1. main idea ____________________

2. detail ____________________

3. detail ____________________

4. detail ____________________

5. detail ____________________

Jonathan is the laziest person in our family. He sleeps until noon every Saturday, and then he just sits around and watches television. He never does his chores and expects the rest of us to do them for him.

6. main idea ____________________

7. detail ____________________

8. detail ____________________

9. detail ____________________

10. detail ____________________

READING STANDARD F-12 – ACTIVITY SHEET 3
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Read the passage. Fill in the outline on a separate sheet of paper.*

My backyard is a gardener's paradise. I have fruit trees lining the back edges. The lemon, grapefruit, and orange trees all like the same soil. The banana plants are also nearby. Besides having many fruits in my yard, I also planted a vegetable garden. Lettuce and peppers are in the first two rows. Then I have three rows of beans and one row of cucumbers. The fruits and vegetables from my yard always seem to taste better than the ones I buy in the grocery store.

BACKYARD GARDEN

I. ______________________________

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

II. ______________________________

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

READING STANDARD F-12 – ACTIVITY SHEET 4
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Choose the details which best refer to the underlined sentence. Write the appropriate letter after each numbered sentence on your own paper.*

1. **Good study habits usually get good results.**

   a. Go to the softball game, McDonald's, and talk on the phone.
   b. Do half of your homework, lose your book and go skating.
   c. Get to school on time, don't cheat, and stay out of trouble.
   d. Do your homework, pay attention in class, take notes, and study for tests.

2. **Pesticides are damaging the environment.**

   a. They fail to control insects, contaminate food supplies, and cause some people to become ill.
   b. Air pollution is killing birds.
   c. Water pollution is killing fish.
   d. They are available in many types - spray, powder, tape, cakes, and sticks.

3. **Cows are useful animals.**

   a. They eat grass, corn and drink water.
   b. They provide milk, meat, and leather.
   c. There are automatic milking machines in large dairies.
   d. They come in many colors.

4. **The twins had their first birthday party.**

   a. There were two of everything - cakes, balls, puzzles, stuffed dogs, and big-wheels.
   b. They had fun on the roller coaster.
   c. There were two cars in the driveway.
   d. The twins' grandparents live nearby.

5. **Treasures abound at the beach.**

   a. The water was warm enough to go swimming.
   b. We found tar all over our blanket and our feet.
   c. We found sand dollars, starfish, sharks' teeth, coral, sponges, and shells.
   d. The sailboats looked so graceful on the horizon.

ACTIVITY ANSWER KEY

READING STANDARD F-12

ACTIVITY 1

(Answers may vary slightly.)

1. It was circus time once again.
2. The elephants led the parade by hooking tails to trunks.
3. The trapeze artists were amazing.
4. The lions scared everyone.
5. The jovial clowns completed the entertainment.
6. The human body is amazing.
7. It digests food.
8. It carries oxygen to every part of the body.
9. It can grow.
10. It can make new tissues, and repair itself.

ACTIVITY 2

1. Cindy is the most popular girl in school.
2. Everyone thinks she is very friendly.
3. She is always easy to get along with.
4. She likes to tell jokes.
5. She never gossips.
6. Jonathan is the laziest person in our family.
7. He sleeps until noon every Saturday.
8. He just sits around.
9. He watches television.
10. He never does his chores and expects the rest of us to do them for him.

ACTIVITY 3

I. Fruits
   a. Lemons
   b. Grapefruits
   c. Oranges
   d. Bananas

II. Vegetables
   a. Lettuce
   b. Peppers
   c. Beans
   d. Cucumbers

ACTIVITY 4

1. d
2. a
3. b
4. a
5. c

READING STANDARD F-12 – EVALUATION I
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Choose the details which best refer to the underlined sentence. Write the appropriate letter after each numbered sentence on your own paper.*

1. **Joe and Windy cleaned house.**
   a. They went to the store and bought supplies.
   b. They ordered a pizza to be delivered for lunch.
   c. They were full of energy.
   d. They washed walls, vacuumed floors, cleaned windows, shampooed the carpet, and waxed the furniture.

2. **Our class is having a barbeque.**
   a. John went shopping for new jeans.
   b. We have committees for food, equipment, and entertainment to plan a barbeque.
   c. Beth doesn't want to come.
   d. David brought flowers and perfume.

3. **Everyone has a job in my house at dinner time.**
   a. My mom and dad cook, Bobby sets the table, Jennifer cleans up, Scott does the dishes, and I take out the trash.
   b. My mom and dad come home late, so we go out to eat at a fancy restaurant.
   c. My mom usually does all the work while we watch television.
   d. My mom comes home late so I usually cook dinner for the whole family.

4. **Lisa won the piano competition at our school.**
   a. Lisa plays the guitar as well as she plays the piano.
   b. Lisa has been playing since she was five.
   c. Lisa won in all the four events at our school -- originality, sight reading, interpretation, and skill exercises.
   d. Lisa's piano teacher is Ms. Kenny.

5. **We spent the day at the beach.**
   a. The parking meter was stuck.
   b. The baby took her nap, drank juice, and played.
   c. We played frisbee, swam, ate, looked for shells, and sunbathed.
   d. We ate peanut butter sandwiches and rode our bikes.

READING STANDARD F-12 – EVALUATION II
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Choose the details which best refer to the underlined sentence. Write the appropriate letter after each numbered sentence on your own paper.*

1. **Americans must conserve gasoline.**

   a. We have a shortage of gas, and no future reserves.

   b. Volvos are nice cars. Micky has one and they are dependable.
   c. Rabbits get 39 miles per gallon, are made by Volkswagon, and have four-wheel drive.
   d. The new puncture-proof tires work like magic and come on all the new cars.

2. **The Daytona Speedway has a major economic impact on the city.**

   a. Many commercials show auto racing.
   b. It employes 50 full-time and 1,200 part-time people with a payroll of $750,000.00.
   c. The first race was in 1947, and it was 4.1 miles on the beach.
   d. People were protesting car racing during the gas shortage.

3. **Brian did all his homework.**

   a. He played baseball, ate dinner, and washed the dishes.
   b. He likes algebra and English, but doesn't like eating lunch in the cafeteria.
   c. He isn't going to school tomorrow.
   d. He brought home his books, read the assignments, and answered the questions.

4. **My cat is afraid of your dog.**

   a. She runs and hides whenever your dog comes and won't come out for hours.
   b. She just had kittens, and licks them constantly.
   c. She likes sardines much better than cat food.
   d. She purrs when I scratch her back, neck, or stomach.

5. **Patrick won the tennis tournament.**

   a. He played in the round-robin.
   b. He beat two players in the semi-final.
   c. He won his match at every level and beat his last opponent in the finals.
   d. He has a dynamic serve.

READING STANDARD F-12 – EVALUATION III
FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Choose the details which best refer to the underlined sentence. Write the appropriate letter after each numbered sentence on your own paper.*

1. **The clerk at the grocery store has many responsibilities.**

   a. He works hard and comes past my house on the way to work.
   b. He rings up the groceries, bags them, takes money, and makes change.
   c. He has to wear a uniform and black shoes.
   d. He gets paid $4.23 an hour and earns more for overtime.

2. **Linda has a big job taking care of her little brother.**

   a. He is named after his grandfather because they both have red hair and blue eyes.
   b. He is just learning to walk, getting into everything, and has to be watched constantly.
   c. He really likes to eat peanut butter sandwiches with his milk.
   d. He is taking a nap, and then she will take him to her aunt's house.

3. **The evening is peaceful at the beach.**

   a. The sunrise is beaufiful to watch.
   b. The tide is high because of the full moon.
   c. There is no parking after sunset at the beach.
   d. Most of the people go home, leaving only the birds and the quiet beating of the surf.

4. **Robert didn't like that book.**

   a. It was about his favorite hobby, cooking.
   b. It was too long, too dull, and a love story.
   c. It was a good book, but he lost the cover.
   d. It was a library book that should be returned soon.

5. **Tammy takes pride in the appearance of her bedroom.**

   a. She vacuums, waxes the furniture, and straightens up every week.
   b. She likes blue and tan together.
   c. She would like to have a slumber party during the holidays.
   d. She doesn't like sharing a bedroom with her sister.

READING STANDARD F-12 – EVALUATION IV

FIND DETAILS WHICH REFER TO THE MAIN IDEA

Student Directions: *Choose the details which best refer to the underlined sentence. Write the appropriate letter after each numbered sentence on your own paper.*

1. **Allen likes to have a clean house.**

   a. He gets an allowance for cutting the grass.
   b. He does many errands for his mother.
   c. He washes the windows, vacuums the carpet, takes out the trash, and washes the dishes.
   d. He buys the groceries and washes the car.

2. **Making iced tea is full of opposites.**

   a. Boil the water, add the tea, and drink.
   b. Boil the water, stir in lemon, have a swim, and make a commercial.
   c. Take one quart of water and stir in a package of iced tea mix.
   d. Boil the water to make it hot, add tea bags, add sugar to make it sweet, lemon to make it sour, and ice to make it cold.

3. **Many outdoor sports are fun.**

   a. baseball, basketball, football, tennis
   b. peanuts, pop-corn, crackerjack
   c. uniforms, bats, balls, rackets
   d. umpires, referees, coaches

4. **Jessica works hard caring for all her plants.**

   a. She mows her lawn and rakes it every Saturday morning.
   b. She checks the light and water daily and fertilizes every week.

   c. She goes to the florist shop once a month.
   d. She prunes her orange tree every year to make it grow better.

5. **The news was very depressing.**

   a. The news and weather start at 5:30 p.m. and again at 11:00 p.m.
   b. The news told of a new recreational program in Riviera Beach.
   c. My favorite commercial is the little boy eating a hot dog.
   d. There were murders, robberies, and accidents on the news.

EVALUATION ANSWER KEY

READING STANDARD F-12

EVALUATION I

1. d
2. b
3. a
4. c
5. c

EVALUATION II

1. a
2. b
3. d
4. a
5. c

EVALUATION III

1. b
2. b
3. d
4. b
5. a

EVALUATION IV

1. c
2. d
3. a
4. b
5. d

READING STANDARD--G: The student will determine the causes and effects of events and actions.

G-13: Determine the stated cause and stated effect of an event or an action.

READING STANDARD G-13 – PREPARATORY SHEET 1
DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

TEACHER DIRECTED

EXPLANATION: An event or happening is usually caused by another event or happening.

Example: A camper was very careless with his campfire, and a forest burned.

a. The carelessness of the camper was the CAUSE of the burning forest.

b. The forest fire was the EFFECT of the carelessness of the camper.

Example: When the boy jumped off the ledge, he hurt himself.

CAUSE: a. jumping off the ledge

EFFECT: b. the boy hurt himself

You can figure out the cause and effect in a given situation by asking two questions.

A. What caused the incident?

B. What was the effect or result of the incident?

READING STANDARD G-13 – PREPARATORY SHEET 2
DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

TEACHER DIRECTED

EXPLANATION: Answer these questions about cause and effect in the classroom.

Example:

1. What causes the blackboard to get dusty? **(We write on it with chalk.)**
2. What is the effect or result of the board getting dusty? **(We erase the chalk from the blackboard.)**
3. How can we state these things in a sentence? **(We wrote with chalk on the blackboard, so we had to erase it.)**

Example:

1. Why do we raise our hands in class? **(To be called on.)**
2. What is the effect or result of us raising our hands in class? **(The teacher calls on us.)**
3. How can we state this in a sentence? **(We raised our hands in class and the teacher called on us.)**

READING STANDARD G-13 – ACTIVITY SHEET 1

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read each paragraph and the question below it. Write the letter of the correct answer on your own paper.*

A woman put seventy cents in a cigarette machine. She pushed a button. Nothing happened. She shook the machine. Nothing happened.

1. Why did the woman shake the machine?

a. She wanted her seventy cents.
b. She wanted her cigarettes.
c. She was angry with the machine.

Karl bragged that his garden was going to be the finest in the town. Later, Karl's garden was full of weeds. Nothing had been planted.

2. Why wasn't there a garden?

a. Karl liked to garden.
b. Karl didn't boast.
c. No garden had been planted.

June and Will liked hiking in the forest. Suddenly they saw smoke among the trees. They rushed to a cabin nearby and phoned firemen. They later learned that their call helped stop a forest fire.

3. Why did June and Will call the firemen?

a. They knew that smoke meant fire.
b. They liked to talk with firemen.
c. They loved to watch firemen.

Buddy was getting tired as he baby-sat. He decided to make some jello. Making jello was so much fun that he forgot he was tired.

4. Why didn't Buddy feel tired anymore?

a. He had fun making jello.
b. Making jello tired him out.
c. He liked to baby-sit.

READING STANDARD G-13 – ACTIVITY SHEET 2

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read each paragraph and the question below it. Then write the letter of the correct answer on your notebook paper.*

Chong Su was watching a scary movie on T.V. It was called "Return of the Vampire." Chong suddenly heard a noise in the porch. She jumped! Then she saw her cat come in from the porch.

1. **Why did Chong Su jump?**

a. The cat came in from the porch.
b. A noise frightened her.
c. She liked scary movies.

A driver had a tall truck. He came to a low bridge. The sign said "LOW BRIDGE." The truck driver drove onto the bridge. The truck got stuck on the bridge.

2. **Why did the truck get stuck?**

a. The driver liked to drive trucks.
b. He drove onto the bridge.
c. He wanted to raise the bridge.

Bob and Judy pushed the big snowball to the edge of the hill. They pushed the snowball over the edge of the hill.

3. **What happened to the snowball?**

a. The snowball rolled uphill.
b. The snowball rolled downhill.
c. The snowball melted.

Maureen was making cupcakes. She was careful to measure everything just right. She placed the cupcake batter into the pan. She placed the pan into the oven. Later, she opened the oven. The cupcakes were as flat as pancakes! She had forgotten to turn on the oven!

4. **Why were the cupcakes as flat as pancakes?**

a. Maureen wanted the cupcakes to be just right.
b. Maureen wanted flat cupcakes.
c. Maureen had forgotten to turn on the oven.

READING STANDARD G-13 – ACTIVITY SHEET 3
DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read the following statements. If you think the underlined part is the cause, write C on your notebook paper. If you think the underlined part is the effect, write E on your notebook paper.*

1. It was Sean's birthday, so he had a birthday party.
2. If you don't want plants to die, you have to water them.
3. Tim couldn't ski after he broke his leg playing football.
4. A good baseball batter can often hit a home run.
5. Gerald dropped a glass on the floor and it broke into a thousand pieces.
6. If you have any money, you can buy those pants.
7. It is winter and the weather is cool and crisp.
8. A person who has good taste usually buys beautiful clothes.
9. It was Easter so they colored Easter eggs.
10. If you want to be successful, you have to work hard.

READING STANDARD G-13 – ACTIVITY SHEET 4

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read the following sentences. On the lines after CAUSE, write what caused the situation. On the lines after EFFECT, write what happened as a result. Do all work on your own notebook paper.*

1. **When the Scarlottis' baby would not stop crying, the baby sitter called the phone number Mrs. Scarlotti had left her.**

   CAUSE ______________________________

   EFFECT ______________________________

2. **The teachers decided that Joe's experiment deserved first place in the Science Fair because he had done his experiment carefully and kept accurate records.**

   CAUSE ______________________________

   EFFECT ______________________________

3. **Tom forgot to watch where he was going, ran into a fire hydrant and bent the rim of his bicycle.**

   CAUSE ______________________________

   EFFECT ______________________________

4. **When John scored the winning basket in the last second of the championship game, a cheer went up from the happy Memorial High students and fans.**

   CAUSE ______________________________

   EFFECT ______________________________

5. **A camper was very careless with his campfire and a forest burned.**

   CAUSE ______________________________

   EFFECT ______________________________

READING STANDARD G-13 – ACTIVITY SHEET 5

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read each paragraph below. Then read the sentences below each paragraph. Decide which sentence is the CAUSE and which sentence is the EFFECT. Write the word CAUSE or EFFECT after each sentence.*

1. **Mrs. Casey is on the bowling team. She was the leading player because her average was the highest. Last week, her daughter, Trudy, joined the team. Since Trudy has a better average than her mom, Mrs. Casey is no longer the leading scorer.**

   a. Mrs. Casey has the highest average.
   b. Mrs. Casey is the leading player.
   c. Mrs. Casey is no longer the leading scorer.
   d. Trudy is a better player than her mom.

2. **Two huge dogs live in the green house. Because they are penned up, the dogs bark a lot. One of them, however, is quieter since a neighbor gives that dog some bones to chew.**

   a. The dogs barks a lot.
   b. The dogs are penned up.
   c. One dog gets bones to chew on.
   d. One dog is quieter now.

3. **Bobby Jones is a track star. He is thirty years old. He decided to work for a gold medal because he believed he was the best distance runner in the world. Bobby's secret to success is his positive attitude. He knows that if a person thinks positively, a person can win.**

   a. Bobby believed he was the best distance runner in the whole world.
   b. He decided to try for a gold medal.
   c. A person can win.
   d. A person thinks positively.

4. **The winter had been unusually cold. Many fruit and vegetable crops were ruined because of the cold. This meant bad news for everyone. It may mean higher food prices at the store.**

   a. The weather was unusually cold.
   b. The fruit crops were ruined.
   c. The vegetable and fruit crops were ruined.
   d. The food prices may be higher.

ACTIVITY ANSWER KEY

READING STANDARD G-13

ACTIVITY 1

1. b
2. c
3. a
4. a

ACTIVITY 2

1. b
2. b
3. b
4. c

ACTIVITY 3

1. c
2. e
3. c
4. e
5. c
6. c
7. e
8. e
9. e
10. c

ACTIVITY 4

1. CAUSE – Scarlotti's baby would not stop crying.
EFFECT – The babysitter called Mrs. Scarlotti.

2. CAUSE – Joe did his experiment carefully.
EFFECT – Joe was given 1st prize at the Science Fair.

3. CAUSE – Tom ran into a fire hydrant.
EFFECT – The rim on Tom's bicycle was bent.

4. CAUSE – John scored the winning basket in the last second of the championship game.
EFFECT – Memorial High students and fans cheered.

5. CAUSE – A camper was careless with his campfire.
EFFECT – A forest burned.

ACTIVITY 5

1. a. Cause
b. Effect
c. Effect
d. Cause

2. a. Effect
b. Cause
c. Cause
d. Effect

3. a. Cause
b. Effect
c. Effect
d. Cause

4. a. Cause
b. Effect
c. Cause
d. Effect

READING STANDARD G-13 – EVALUATION I
DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read each paragraph and the question below it. Write the letter of the correct answer on your own paper.*

No matter how hard John tried, he could not get the hat off the shelf. Even when he stood on his toes, he couldn't reach the hat.

1. Why couldn't John reach the hat?

a. The hat was too big.
b. The shelf was too low.
c. John was too short.

Sue and Steve were playing chess. They got hungry and went to the kitchen. When they got back, all the chess pieces were missing. "My brother Joe likes to play jokes," said Steve. Joe had hidden the chess pieces.

2. Why did Joe hide the chess pieces?

a. He was too old to play chess.
b. He liked to play jokes.
c. He moved the table.

Bobby pulled his diving mask over his face. He made sure it was tight. He didn't want water leaking in when he was swimming.

3. Why did Bobby tighten his mask?

a. The mask was too big for him.
b. He didn't like diving.
c. He didn't want water to leak in.

Marla turned the sailboat. The wind caught in the sail and the boat sped forward. Marla knew that with the wind helping, she'd win the race.

4. Why did Marla turn the sailboat?

a. She wanted to go home.
b. She wanted the wind to help her.
c. She wanted to tip over the boat.

READING STANDARD G-13 – EVALUATION II

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read each paragraph and the question below it. Then write the letter of the correct answer on a piece of notebook paper.*

Julie was starting a rock group. She knew that Jack played drums very well. But Jack was the type who took over, so Julie asked Ray to join the rock group. He played drums well, too.

1. Why did Julie ask Ray to join her rock group?

a. Ray played drums better.
b. Julie was starting a rock group.
c. Julie knew Jack would take over.

The students at recess were playing hide-and-seek. Carl was "IT". He found everyone but Tim. Then Carl saw Tim's shoe sticking out from under a bush. Carl shouted and Tim ran out!

2. How did Carl know where Tim was?

a. Tim couldn't see Carl.
b. Tim didn't know the game.
c. Carl knew the shoe was Tim's.

Carole mailed twelve cards. She was inviting people to her party. On the day of the party, twelve people came.

3. Why did twelve people come to the party?

a. Twelve people were invited.
b. Thirteen were too many.
c. No one wanted to go to the party.

There was a robin's nest in a tree in Joan's yard. She saw some baby robins in it. One day Joan saw a cat climbing the tree. She scared the cat away.

4. Why did Joan scare the cat away?

a. She didn't like birds.
b. The cat might be after the robins.
c. The cat might fall.

READING STANDARD G-13 – EVALUATION III
DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read the following statements. If you think the underlined part is the CAUSE, write* C *on your paper. If you think the underlined part is the EFFECT, write* E *on your paper.*

1. If you throw a banana in the air, it has to come down somewhere.
2. Joe touched a hot stove and he burned his hand.
3. The plane to Los Angeles was late because of bad weather.
4. When you plant an apple seed, you hope an apple tree will grow.
5. Barb's cat got lost, but Everett found it.
6. A butterfly that's on a blade of grass usually flies away if you run after it.
7. Sissy finally came to the door after Nellie rang the doorbell for five minutes.
8. If a car runs out of gas, it won't go.
9. If you own a car, you don't have to take the bus.
10. It was Christmas so the family ate a big dinner together.

READING STANDARD G-13 – EVALUATION IV

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Copy the following statements onto a sheet of notebook paper. Circle the cause and underline the effect in each sentence.*

1. **When the train door closed unexpectedly, the ribs of my umbrella were broken.**
2. **Doing well on daily quizzes improved my final grade.**
3. **When I opened the bottle, soda squirted all over me.**
4. **We started to lose the game when I dropped the ball on the first play of the fourth quarter.**
5. **People who live more than two miles from school will probably be tardy today.**

READING STANDARD G-13 — EVALUATION V

DETERMINE THE STATED CAUSE AND STATED EFFECT OF AN EVENT OR AN ACTION

Student Directions: *Read the article below. Then read and follow the directions at the end of the article.*

Three weeks of rain have caused the Tonawanda River to overflow its banks. Now it is a swirling, muddy line that cuts the valley in two. Several farms lie underneath twelve feet of water. It looks as if Carson City, downstream, will soon be flooded, too.

Residents of Carson City were never bothered by floods until three years ago. Until that time, the forest areas of Empire State Park always held back the waters from rain and melting snow. The abundant wildlife in the area maintained the balance of nature. Then, suddenly, a raging fire destroyed most of the forests around the valley.

The fire was started by sparks from a campfire. Hundreds of acres of valuable watershed burned before the fire was under control. By then the trees and grasslands on the slopes of the valley were gone. Smoking black stumps were all that remained of the tall trees and brush smoldered for days. Countless numbers of wild animals were killed.

Before the fire, beaver dams made natural flood control reservoirs. The beaver ponds were also nesting places for geese and ducks. But after the fire, the beavers were not around to keep the dams repaired. Many beavers were killed in the fire, and without trees for food and homes, the beavers that were left soon died or left. Without beaver ponds, fewer wild birds returned to the area each year.

Although it was estimated that three-fourths of the deer died in the fire, only rough guesses could be made of the number of game fish killed in the ash-filled waters. Later, when the river became filled with mud from the erosion on the hillsides, the number of fish decreased even more. Because there were hardly any game or large fish left, fishermen and hunters stopped hunting and fishing in Carson City.

For three years people in the valley have been trying to solve the problems from the tragic fire. But it will be many years before the area can support large numbers of wildlife again. The mistake of one person set off a chain of events that has affected many lives. The most important problem now, however, is the rising floodwater in the valley. An emergency meeting of the town council will be held in the City Hall tonight at 7:00 p.m.

Student Directions: *Below are pairs of words or phrases. One word or phrase in each pair is the* **cause**, *and the other word or phrase is the* **effect**. *Write each pair on your notebook paper and underline the word or phrase that is the* **cause** *and circle the word or phrase that is the* **effect**.

1. **excessive rain — flooding**
2. **forest fire — unattended campfire**
3. **lack of trees — no beavers**
4. **erosion — forest fire**
5. **disappearance of ponds — fewer wild birds**
6. **dead fish — ash-filled streams**
7. **ash-filled streams — forest fire**
8. **scarce game — no hunters**
9. **erosion — mud filled streams**
10. **flood danger — town council meeting**

EVALUATION ANSWER KEY

READING STANDARD G-13

EVALUATION I

1. c
2. b
3. c
4. b

EVALUATION II

1. c
2. c
3. a
4. b

EVALUATION III

1. c
2. e
3. e
4. c
5. e
6. e
7. c
8. c
9. e
10. c

EVALUATION IV

1. When the train closed unexpectedly, the ribs of my umbrella were broken.
2. Doing well on daily quizzes improved my final grade.
3. When I opened the bottle, soda squirted all over me.
4. We started to lose the game when I dropped the ball on the first play of the fourth quarter.
5. People who live more than two miles from school will probably be tardy today.

EVALUATION V

1. excessive rain — flooding
2. forest fire — unattended campfire
3. lack of trees — no beavers
4. erosion — forest-fire
5. disappearance of ponds — fewer wild birds
6. dead fish — ash-filled streams
7. ash-filled streams — forest fire
8. scarce game — no hunters
9. erosion — mud-filled streams
10. flood danger — town council meeting

READING STANDARD--H: The student will determine the logical generalizations which can be drawn from a message.

H-14: Identify an appropriate conclusion in a subject area.

READING STANDARD H-14 – PREPARATORY SHEET 1
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

TEACHER DIRECTED

EXPLANATION: A conclusion is the end result of events that have happened.

INITIAL ACTIVITIES:

A. Newspaper

Have each student bring in an article from the newspaper. Read part of an article and have students guess the conclusion. Try the same thing with comic strips.

B. Everyday Discussions

Think of every day events: buying groceries, cleaning the house, repairing a car, going to school. Identify steps in each event and think of a few alternative endings.

C. Literature

Half way through reading a literature story, have students stop, close their books and write an ending to the story.

D. Story Starters

Write the beginning of a short passage on the board. Have students discuss possible conclusions. (logical conclusions and illogical ones)

READING STANDARD H-14 – ACTIVITY SHEET 1

IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Match the best conclusion with the statement. Write the letter of the correct answer on your own paper.*

1. It was pouring rain when Doris got out of her car.
2. The car collided at the intersection.
3. Bonnie planted a garden.
4. Alan wets his bed, drinks from a bottle, and hasn't yet started to walk.
5. They boarded the spaceship with enough food, water, and oxygen to last a month.
6. They got to the beach and discovered no place to park their car.
7. Jack couldn't wait to get a piece of candy from his mother's box of Valentine candy.
8. The sirens blew, lights flashed, and police cars zoomed by.
9. Rodney told the class the funniest joke in the world.
10. Betty and Anna knocked and knocked on the door but there was no answer.

a. A month later, they returned to earth.

b. The ambulance arrived promptly.

c. Imagine his surprise when the box was empty.

d. They went home sadly, but swam in their backyard pool.

e. No one was home.

f. The police car apprehended the suspect.

g. She used her umbrella.

h. They laughed for eight minutes.

i. Alan is a baby.

j. Beans sprouted up first.

READING STANDARD H-14 – ACTIVITY SHEET 2
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Choose the best answer for each question. Write the letter of the correct answer on your own paper.*

1. **We went there late at night. Everyone selected books and started to read and write. Our research papers were due next week.**

   Where were we?

   a. school
   b. church
   c. McDonalds
   d. library

2. **There was a rattle in the bushes. Suddenly, down low there was a long, thin thing scurrying about. At once, I felt pain in my leg.**

   What happened?

   a. I was camping in the woods
   b. I got bit by a snake.
   c. I was swimming in a pond.
   d. I was babysitting.

3. **There is no weight or sound to this. It doesn't do anything except follow you around. You can only see it outside on sunny days.**

   What is it?

   a. an imagination
   b. a squirrel
   c. a shadow
   d. a barber

4. **It lights our bulbs, heats our homes, and runs our refrigerators. It can be very dangerous, yet helps us remarkably every day. It travels in skinny wires.**

   What is it?

   a. electricity
   b. telephone calls
   c. television
   d. radio

READING STANDARD H-14 – ACTIVITY SHEET 3

IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Here are some possible endings of stories. On a separate sheet of paper, write the beginning for at least* two *of them.*

1. In the last second, they won the game 7-6.
2. Peter was so glad to have finally won the contest.
3. David finally popped the question to Maria.
4. Sure enough, all the seats were full.
5. At last, they reached the top of the mountain and sat down to have lunch.
6. Gina finally put it back together.

READING STANDARD H-14 – ACTIVITY SHEET 4
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Write a short conclusion for each statement on your own paper.*

1. The fire bell rang. . . . .
2. The lifeguard blew his whistle . . . .
3. The teacher called roll. . . . .
4. Diane paid eighty dollars for a dress for the prom. . . . .
5. The tape recorder didn't work. . . . .
6. Thunder and lightning scared the dog . . . .
7. The traffic was all jammed up . . . .
8. Mother's job takes her out of town often . . . .
9. Loud, boisterous noises came from next door. . . . .
10. Headlines in the newspaper said fire had broken out in the Glades . . . .

ACTIVITY ANSWER KEY

READING STANDARD H-14

ACTIVITY 1

1. g
2. b
3. j
4. i
5. a
6. d
7. c
8. f
9. h
10. e

ACTIVITY 2

1. d
2. b
3. c
4. a

ACTIVITY 3

Answers will vary.

ACTIVITY 4

Answers will vary.

READING STANDARD H-14 – EVALUATION I

IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **The biology club needed a president to offer leadership and organizational abilities. Everyone agreed Donna was the best qualified and would work hard. There was no one else nominated and the election was by secret ballot.**

   What would be the best ending?

   a. It was no surprise that Donna won.
   b. Presidents should be leaders.
   c. The biology club goes on field trips.
   d. Donna was a member of the biology club.

2. **Wayne moved in his new house last week. He planted four trees and eight rose bushes. He cut the grass and dug up the weeds.**

   What would be the best ending?

   a. Wayne works at IBM.
   b. Wayne has no children.
   c. Wayne wants his yard to look nice.
   d. Wayne's wife likes roses.

3. **Doris didn't wake up on time. She dressed quickly and ran to the bus stop. Just as she got there, the bus pulled away. All of a sudden the bus stopped a short distance away and the door opened.**

   What would be the best ending?

   a. The bus ran out of gas.
   b. The bus driver couldn't see.
   c. The bus driver was hungry.
   d. The bus driver saw Doris and opened the door for her.

READING STANDARD H-14 — EVALUATION II
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Terry had a science project to make for class. He went to the library to get some ideas. Then he talked to his parents about his plans, and made drawings to show what he planned to do.**

   What would be the best ending?

   a. Terry was unprepared to make a project.
   b. Terry made a great project through his careful planning.
   c. Terry couldn't think of anything to make.
   d. Terry didn't know where to get ideas.

2. **Jim loves baseball. He jogs 24 miles every day to build his endurance. He lifts weights to build his strength. He reads everything he can to improve his game and plays baseball for hours daily.**

   What would be the best ending?

   a. He fell and broke his spine.
   b. His bad attitude made him lose every game.
   c. He tried to learn how to play.
   d. His hard training paid off when he won the championship.

3. **James got a part-time job to save money to buy a Moped. When he had finally saved enough money, he went to buy it and the price had gone up two hundred dollars.**

   What would be the best ending?

   a. James punched the salesperson.
   b. James laughed and threw his money in the sewer.
   c. James was sad, but continued working until he had enough money.
   d. James spent his money on clothes.

READING STANDARD H-14 – EVALUATION III
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Every year Angie visits her grandparents over the summer. They live on a farm in Michigan and Angie really works hard up there. She plows, plants, and repairs machinery. Later, she picks crops and helps can and freeze the vegetables. Angie waits every year for her summer vacation.**

   What would be the best ending?

   a. This summer Angie will be going again.
   b. Angie doesn't like to eat peppers.
   c. The bugs are bad on the farm.
   d. No one works harder than Angie.

2. **Henry's job is simple. He just changes clothes and stands in front of a mirror. Sometimes he only has to work one hour a day, but usually he works for longer.**

   What would be the best ending?

   a. Henry is a car salesperson.
   b. Henry's modeling job is easy.
   c. Henry hates to work.
   d. Henry likes new clothes.

3. **The phone rang and Elizabeth rushed to answer it. Her face dropped immediately and she burst into tears.**

   What would be the best ending?

   a. Michael asked her out for a date.
   b. The phone company turned off her telephone.
   c. Elizabeth doesn't like to talk on the phone.
   d. Elizabeth had just received news that her grandmother had been in an accident.

READING STANDARD H-14 – EVALUATION IV
IDENTIFY AN APPROPRIATE CONCLUSION IN A SUBJECT AREA

Student Directions: *Read the passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Seven junior high students went on a weekend camping trip. They were very good friends. One of the campers forgot his gear which included a tent large enough for the whole group.**

What would be the best ending?

a. You should tie a string around your finger to remember things.
b. The campers shared and slept under the stars.
c. The forgetful camper will never be spoken to again.
d. One of the campers nearly starved.

2. **Robert ran down the corridors of the airport. Heavy expressway traffic had caused him to be late. Moments later the airplane door was sealed and the airplane was taxing down the runway.**

What would be the best ending?

a. It was the wrong airplane.
b. Robert changed his mind about flying.
c. Robert had forgotten his luggage in the taxi cab.
d. Robert breathed heavily as he looked out of the airplanes's window.

3. **Karen always enjoyed caring for animals. When she was a child, neighborhood friends brought their pets to her when they were sick. She spent many hours reading about animals.**

What would be the best ending?

a. Karen changed her mind about being bitten by a dog.
b. Karen bought a lot of animals.
c. Karen studied and became a veternarian.
d. Karen likes her dog best.

EVALUATION ANSWER KEY

READING STANDARD H-14

EVALUATION I

1. a
2. c
3. d

EVALUATION II

1. b
2. d
3. c

EVALUATION III

1. a
2. b
3. d

EVALUATION IV

1. b
2. d
3. c

H-15: Infer feelings and emotions.

READING STANDARD H-15 – PREPARATORY SHEET 1

INFER FEELINGS AND EMOTIONS

TEACHER DIRECTED

EXPLANATION: This skill requires the student to infer the feelings and emotions of people.

I. **Me, myself and I!**

Have students make booklets about themselves with drawings and written paragraphs (or sentences) depicting their different emotions. Colorful flair pens seem to make the writing much easier!

Examples:

a. I am happiest when . . . . .

b. My family sometimes doesn't understand. . . . . . .

c. The one thing that I'm afraid of is. . . . .

d. I wish my teacher would. . . . .

e. Sometime I get embarassed when. . . . .

f. The thing that really makes me angry. . . . .

II. **What in the world is this?**

Students must have a thorough understanding of these words. Discuss them and have a resource person with dictionary in hand to check words if necessary.

a. **delightful**
b. **exhausted**
c. **frustrated**
d. **astonished**
e. **fumbled**
f. **amused**
g. **cautious**
h. **confident**
i. **blamed**
j. **ignored**
k. **impatient**
l. **defied**
m. **exploited**
n. **confidently**
o. **coward**
p. **praised**
q. **greed**
r. **flattered**
s. **dependent**
t. **devotion**
u. **ecstatic**
v. **calmness**
w. **urgency**
x. **disgust**
y. **discontent**
z. **discriminate**

Continued on next page

READING STANDARD H-15 – PREPARATORY SHEET 1
INFER FEELINGS AND EMOTIONS

(Continued)

III. **One picture is worth a thousand words!**

Bring in pictures from magazines, post cards, newspapers showing people in different situations. Have students infer what has happened and how the people feel. Tell them when they read a story they need to think about this while they are reading.

IV. **Charades**

When you have that short moment before the bell rings, have students act out a situation to infer emotions.

V. Discuss Langston Hughes' poem "Dreams" (hope)

READING STANDARD H-15 – ACTIVITY SHEET 1
INFER FEELINGS AND EMOTIONS

Student Directions: ***Read the sentences and answer the questions on your own paper.***

Bob's little sister came home from school and was crying because her classmates told her she was fat.

1. **How do you think she felt?**
2. **Why?**
3. **What would you do if you were Bob?**

It was Mary's turn up to bat in the bottom of the ninth inning. The score was 2 – 2 and this was the championship game. There were two players on base with two outs.

4. **How do you think Mary felt?**
5. **Why?**
6. **How do you think you would feel?**

READING STANDARD H-15 – ACTIVITY SHEET 2

INFER FEELINGS AND EMOTIONS

Student Directions: *Read each sentence and choose the word from the list which best describes the feeling inferred. Write the answer on your own paper.*

embarrassed

excited

patient

proud

sad

1. **The students waited and waited but never complained.**
2. **Joan's face got beet red when Ted asked her to dance.**
3. **Jack's parents beamed when he won the scholarship.**
4. **The little girl's eyes lit up when she sat on Santa's lap.**
5. **The little boy cried when his puppy died.**
6. **Jennifer jumped up and down when she won the trip to Disney World.**
7. **The teacher read Scott's note to Sandi to the whole class.**
8. **Troy waited in line for three hours to get tickets to Abba.**
9. **Sheila's cat ate her favorite goldfish.**
10. **Jerry's horse won first prize.**

READING STANDARD H-15 – ACTIVITY SHEET 3

INFER FEELINGS AND EMOTIONS

Student Directions: *Choose the answer that best describes the feeling inferred. Write the letter of the correct answer on your own paper.*

1. The kitten purred as the girl rubbed his belly.

a. fear
b. contentment
c. anger
d. excitement

2. The expectant father paced back and forth in the waiting room anxiously awaiting the news.

a. horrified
b. disappointed
c. calm
d. nervous

3. The two boys were punching each other as they tumbled to the ground.

a. angry
b. happy
c. thoughtful
d. lazy

4. Nancy just won a thousand dollars in a drawing.

a. frustrated
b. cautious
c. ecstatic
d. ignored

5. No matter how hard he tried, Chris just could not understand his homework.

a. frustrated
b. ignored
c. confident
d. happy

READING STANDARD H-15 – ACTIVITY SHEET 4
INFER FEELINGS AND EMOTIONS

Student Directions: *Read each sentence and choose the word which best describes the feeling inferred. Write the correct answer on your own paper.*

1. Two hundred tourists were stranded at the Keys when the bridge washed out.

   How did they feel?
   a. delighted
   b. relieved
   c. frustrated
   d. praised

2. She had been waiting for years to be out on her own. Now, she finally has her own apartment.

   How did she feel?
   a. thoughtful
   b. worried
   c. sorrowful
   d. ecstatic

3. The mother stayed awake all night with her newborn infant because he was sick. The tiny baby could not eat and had a fever. Nothing she did helped the baby feel better.

   How did the mother feel?
   a. worried
   b. greedy
   c. amused
   d. confident

4. Brian stormed into his room after being told he couldn't go to the game. He slammed the door so hard that it broke the hinge. Then he started throwing books and records around. Finally, he punched the wall.

   How did he feel?
   a. joyous
   b. angry
   c. greedy
   d. praised

5. Todd's mother put her arm around him and said, "I'm glad you're my son." She kissed him on the cheek. Todd got a lump in his throat and thought about what a nice mother he had.

   How did he feel?
   a. hated
   b. loved
   c. ignored
   d. feared

ACTIVITY ANSWER KEY

READING STANDARD H-15

ACTIVITY 1

Answers will vary.

ACTIVITY 2

1. patient
2. embarrassed
3. proud
4. excited
5. sad
6. excited
7. embarrassed
8. patient
9. sad
10. proud

ACTIVITY 3

1. b
2. d
3. a
4. c
5. a

ACTIVITY 4

1. c
2. d
3. a
4. b
5. b

READING STANDARD H-15 – EVALUATION I
INFER FEELINGS AND EMOTIONS

Student Directions: *Read each passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Doris worked all summer to have enough money to go to camp for a week. She had been planning this vacation for six months and could hardly wait to go. Two days before camp started, Doris got the measles and had to stay in bed for ten days.**

   Which sentence best describes how Doris felt?

   a. Doris liked the measles.
   b. Doris was angry and disappointed because she couldn't go to camp.
   c. Doris was happy her grandmother came to visit.
   d. Doris was tired after working so hard.

2. **Tim came home from the dance three hours late. His father yelled at him and his mother gave him a lecture. Tim's punishment was a spanking. Tim said, "Don't ever spank me again because that's for little kids. Take away my privileges, but don't spank me."**

   Which sentence best describes how Tim felt?

   a. Tim enjoyed being out late.
   b. Tim was excited about disco.
   c. Tim felt he shouldn't be punished.
   d. Tim felt he was too old to be spanked.

3. **Yolanda was driving to the doctor when her car started to jerk back and forth. She looked at the gas gauge and it was below the empty mark. Yolanda's brother had borrowed the car last night. Now she was going to be late for her appointment.**

   Which sentence best describes how Yolanda felt?

   a. Yolanda was angry at her brother.
   b. Yolanda was polite to her brother.
   c. Yolanda was amused with her brother.
   d. Yolanda was ecstatic with her brother.

4. **The sales clerk brought out twenty-three pairs of shoes for my mother to try on. She is hard to fit and can't wear high heels. Mother has to get a pair of shoes by tomorrow to wear to a wedding. She has been to every other shoe store in town and can't get fitted.**

   Which sentence best describes how Mother feels?

   a. astonished
   b. lenient
   c. frustrated
   d. amused

READING STANDARD H-15 – EVALUATION II
INFER FEELINGS AND EMOTIONS

Student Directions: *Read each passage and choose the best answer. Write the letter of the correct answer on your own paper.*

Ann couldn't wait to get back her spelling test. Her mother had helped her study and she really tried to do her best. When she got the test back she had received an "A"!

1. How did Ann feel?

a. pleased
b. jealous
c. sad
d. nervous

James spent three hours working on his car. He finally got the engine humming and decided to take it for a test drive. It got as far as the corner and conked out. He had run out of gas!

2. How did James feel?

a. contented
b. relaxed
c. frustrated
d. friendly

Suzanne had never given a speech before. She practiced for three nights in front of a mirror at home. As soon as she stood up in front of her class, she forgot what she was going to say. Her hands got sweaty, her knees started to shake, and she got a lump in her throat.

3. How did Suzanne feel?

a. tired
b. selfish
c. calm
d. nervous

Officer Murray was approaching the front door. His partner covered him from behind. Another officer was around the back of the house and a fourth officer was on the side.

4. How did officer Murray feel?

a. angry
b. cautious
c. sad
d. careless

READING STANDARD H-15 – EVALUATION III
INFER FEELINGS AND EMOTIONS

Student Directions: *Read each passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Stacy loves the beach. The warm sun makes her relaxed and calm. The ocean breezes cool her and the rhythm of the waves make her daydream. There is no place she likes better.**

Stacy felt?

a. joyful
b. greedy
c. astonished
d. horrified

2. **John never came to class prepared to work. He was often late, never brought paper or pencil, and rarely did any assignments. One day he came to class early, took out his paper and pencil, and said, "I'm going to work extra hard today."**

The teacher was?

a. sorry
b. depressed
c. astonished
d. angry

3. **They had been out fishing all day. No one had caught anything. Suddenly, Bobby's little brother got a tug on his line and the force almost pulled him over. No one had seen such a forceful fish in a long time. Finally, they reeled in a record breaking sailfish.**

Bobby's little brother was?

a. cowardly
b. disgusted
c. defied
d. proud

4. **I can't wait another minute for you. If you're not ready in two seconds, I'm leaving without you.**

I am?

a. careful
b. impatient
c. delighted
d. enjoyable

READING STANDARD H-15 – EVALUATION IV
INFER FEELINGS AND EMOTIONS

Student Directions: *Read each passage and choose the best answer. Write the letter of the correct answer on your own paper.*

1. **Mother said, "At this point, I don't care if you go or not. It's your life and if you want to ruin it, then ruin it."**

   Mother felt?

   a. dependent
   b. indifferent
   c. pleased
   d. proud

2. **Our family was camping in the woods. We all woke up with a start because something was growling outside our tent. Mother said, "Come together very slowly and don't make one sound." Just at that moment, a branch snapped outside.**

   We felt?

   a. delightful
   b. peaceful
   c. embarrassed
   d. scared

3. **The sign said that Interstate 48 was straight ahead. Aunt Tanya and I kept looking but couldn't find it. We stopped to ask directions and a man told us there was no Interstate 48 in this state.**

   We were?

   a. confused
   b. ecstatic
   c. devoted
   d. courageous

4. **"Now you've done it! Look at this mess. You've broken the only punch bowl I have. That was my grandmother's punch bowl and has been in our family for generations."**

   I was?

   a. dependable
   b. ecstatic
   c. angry
   d. joyous

EVALUATION ANSWER KEY

READING STANDARD H-15

EVALUATION I

1. b
2. d
3. a
4. c

EVALUATION II

1. a
2. c
3. d
4. b

EVALUATION III

1. a
2. c
3. d
4. b

EVALUATION IV

1. b
2. d
3. a
4. c

READING STANDARD--I: The student will recognize fantasy, fact and opinion in a message.

I-16: Distinguish between facts and opinions.

READING STANDARD I-16 – PREPARATORY SHEET 1
DISTINGUISH BETWEEN FACTS AND OPINIONS

TEACHER DIRECTED

EXPLANATION: Reader must be able to judge whether a statement is a **fact** or an **opinion.**

A fact:
1. Something known by observation or experience to be true.
2. Something asserted to be true.

An opinion: A judgment or conclusion held to be true but falling short of positive knowledge.

Examples:

FACT: I see him coming out that door.

OPINION: There is probably a door on that side.

FACT: The robber broke the glass case and stole the jewelry.

OPINION: That case seems unsafe to keep valuables for viewing.

FACT: The window broke when the rock hit it.

OPINION: The best way to break a window is with a rock.

READING STANDARD I-16 – PREPARATORY SHEET 2
DISTINGUISH BETWEEN FACTS AND OPINIONS

TEACHER DIRECTED

EXPLANATION: Explain the need to judge between fact and opinion.

We always need to examine opinions stated by others, but we need to be careful not to accept every statement of fact as a true fact.

Statements that we read that are stated as facts usually are true, but they could be false.

The writer could be mistaken.
The writer could have only part of the information.
The writer could actually be trying to mislead the reader. reader.

Often advertisers will give unproven information and state it as the opinion of someone the public would be likely to believe. Be a discriminating reader. Choose by fact not opinion.

There are clues that help tell whether material presents facts or opinions. Statements of opinion usually have such phrases as:

1. **"it is said"**
2. **"the idea is"**
3. **"it is reported"**
4. **"I think"**
5. **"I believe"**
6. **"It is my opinion"**
7. **"Mr. so-and-so says"**

Material is likely to give facts if the following is true:

1. **It contains figures and dates.**
2. **It is written by a scientist or other specialist.**
3. **It is based on actual records.**
4. **It is from a government report or the report of some other authorized agency.**

READING STANDARD I-16 – ACTIVITY SHEET 1
DISTINGUISH BETWEEN FACTS AND OPINIONS

FACT OR OPINION

This is a pretest to tell how well you can decide what is fact and what is opinion.

Student Directions: *Number your paper from 1-10.*
Put an F in the front of statements of fact.
Put an O in front of the statements of opinion.

_____ 1. **The first astronaut to orbit the earth was John Glenn.**

_____ 2. **I think we have more astronauts than Russia has.**

_____ 3. **Fried eggs taste better than boiled eggs.**

_____ 4. **Eggs fried in grease have more calories than boiled eggs.**

_____ 5. **The lunch period is 30 minutes.**

_____ 6. **The lunch period is too long.**

_____ 7. **Dogs make the best pets.**

_____ 8. **This dog is ten inches tall.**

_____ 9. **Most babies cry.**

_____ 10. **The baby is crying.**

READING STANDARD I-16 – ACTIVITY SHEET 2
DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *In each pair of sentences below, there is one statement of fact and one statement of opinion.*
Number your paper from 1-10.
Write F before each statement of fact and O before each statement of opinion.

_____ 1. **This classroom is too warm.**

_____ 2. **The temperature in this classroom is 81° F.**

_____ 3. **Alice is wearing a dress today.**

_____ 4. **You shouldn't wear jeans for the installation ceremony.**

_____ 5. **George will make a good officer.**

_____ 6. **Our records show Gene attended every meeting.**

_____ 7. **The new swimming pool is too far away.**

_____ 8. **The new swimming pool is 70 feet wide and 100 feet long.**

_____ 9. **This year's Octoberfest will be the best ever.**

_____ 10. **The Octoberfest will be on Saturday, October the eleventh.**

READING STANDARD I-16 – ACTIVITY SHEET 3

DISTINGUISH BETWEEN FACTS AND OPINIONS

REMEMBER: The clues that a statement is probably opinion rather than fact are: **I think, maybe, I believe, it is said, perhaps, probably, he says.**

Student Directions: *Number your paper from 1-10.*
Write F if the statement is fact, and O if the statement is opinion.

____ 1. **It probably will rain, and the picnic will be ruined.**

____ 2. **The class might go on a field trip.**

____ 3. **There are 365 days in a year.**

____ 4. **I think we need six cars.**

____ 5. **More of the earth's surface is water than land.**

____ 6. **Since it is dark, I guess the streetlight is broken.**

____ 7. **Children will get smarter if they watch television.**

____ 8. **A dozen is the same as twelve.**

____ 9. **You have a thumb and four fingers on your right hand.**

____ 10. **My teacher wears glasses.**

READING STANDARD I-16 – ACTIVITY SHEET 4
DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *Number your paper from 1-10. Write F if the statement is fact and O if the statement is opinion.*

1. **Sunset has the pool and price for you.**
2. **Sunset has local sales and construction offices, coast to coast.**
3. **Sunset pools is, "where your fun begins."**
4. **We give free in-house estimates.**
5. **There is 100% financing available.**
6. **Sunset Pools East, Inc. is located at 2072 S. Military Trail, West Palm Beach.**

On your paper write FACT and OPINION. Beside FACT *list the numbers of the statements that are provable facts. By* OPINION *list the numbers of statements that are opinion.*

FACT ____________________

OPINION ____________________

ACTIVITY ANSWER KEY

READING STANDARD I-16

ACTIVITY 1

1. F
2. O
3. O
4. F
5. F
6. O
7. O
8. F
9. O
10. F

ACTIVITY 2

1. O
2. F
3. F
4. O
5. O
6. F
7. O
8. F
9. O
10. F

ACTIVITY 3

1. O
2. O
3. F
4. O
5. F
6. O
7. O
8. F
9. F
10. F

ACTIVITY 4

FACT: 2, 4, 5, 6
OPINION: 1, 3

READING STANDARD I-16 – EVALUATION I
DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *Read each paragraph and answer the question. Write the letter of the correct answer on your own paper.*

1. **Charles Lindbergh took off from New York one morning in 1927. He was going to try to fly to Paris. This was something no one had done before. Many people believed he could not do it. If he hadn't reached Paris safely, he would have been just another pilot. But Lindbergh made it to Paris and became a hero.**

   a. Charles Lindbergh took off from New York one morning in 1927.

   b. He was going to try to fly to Paris.

   c. Many people believed he could not do it.

   d. But Lindbergh made it to Paris and became a hero.

2. **Captain Robert Falcon Scott reached the South Pole on January 18, 1912. Ronald Amundsen had been there first only a month before. Amundsen returned home safely. Scott and his party had to face the deadly winter and never returned alive. If Captain Scott had been able to leave the Antartic just a few weeks earlier, he and his men might have been able to make it safely home.**

   a. Captain Robert Falcon Scott reached the South Pole on January 18, 1912.

   b. Amundsen returned home safely.

   c. Scott and his party had to face the deadly winter and never returned alive.

   d. If Captain Scott had been able to leave the Antarctic just a few weeks earlier, he and his men might have been able to make it safely home.

READING STANDARD I-16 — EVALUATION II

DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *Read each paragraph and answer the question. Write the letter of the correct answer on your own paper.*

1. **An earthquake struck San Francisco one day in 1906. A good part of the city was destroyed by the earthquake and the fires that resulted from it. Hundreds of people were killed and thousands of buildings were destroyed. A policeman, Edward F. Parquet, saved all the patients, nurses, and doctors in Central Emergency Hospital. It is possible that there are people alive today who owe their lives to this policeman.**

   a. An earthquake struck San Francisco one day in 1906.

   b. Hundreds of people were killed and thousands of buildings were destroyed.

   c. A policeman, Edward F. Parquet, saved all the patients, nurses and doctors in Central Emergency Hospital.

   d. It is possible that there are people alive today who owe their lives to this policeman.

2. **Some people think Louis Pasteur is the greatest scientist who ever lived. He discovered cures for many diseases. He also developed a process for making food safe to eat. This process is called pasteurization. The milk we drink and much of the food we eat today is pasteurized.**

   a. Some people think Louis Pasteur is the greatest scientist who ever lived.

   b. He discovered cures for many diseases.

   c. He also developed a process for making food safe to eat.

   d. This process is called pasteurization.

READING STANDARD I-16 – EVALUATION III
DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *Read each paragraph and answer the question. Write the letter of the correct answer on your own paper.*

1. **Charles Alexander Eastmen became a famous doctor and writer. His Indian name was Ohiyesa. He did well in school and graduated from Dartmouth University in 1887. He is believed to be the first Indian to graduate from a white man's college. After graduating he went back to his Sioux people as a doctor.**

    a. Charles Alexander Eastman became a famous doctor and writer.

    b. He is believed to be the first Indian to graduate from a white man's college.

    c. He did well in school and graduated from Dartmouth University in 1887.

    d. After graduating he went back to his Sioux people as a doctor.

2. **Joseph Lister came to realize the danger of germs and dirt on an open wound. He called his method of cleaning wounds, "antiseptics." Antiseptics is practiced in all hospitals today. Many people thought his ideas were strange. Lister's ideas have helped to save many lives.**

    a. Joseph Lister came to realize the danger of germs and dirt on an open wound.

    b. He called his method of cleaning wounds "antiseptics."

    c. Many people thought his ideas were strange.

    d. Lister's ideas have helped to save many lives.

READING STANDARD I-16 – EVALUATION IV
DISTINGUISH BETWEEN FACTS AND OPINIONS

Student Directions: *Read each paragraph and answer the question. Write the letter of the correct answer on your own paper.*

1. **The pet store was having a three day sale. John bought a dog collar for $1.00. He thought it would fit his dog, Rover. The collar was an inch too short. The owner of the pet store let him swap it for a longer one.**

   a. He thought it would fit his dog, Rover.
   b. John bought a dog collar for $1.00.
   c. The pet store was having a three day sale.
   d. The collar was an inch too short.

2. **Bob and Terry wanted to paint their houseboat. Bob chose blue. Terry wanted green. The result probably would keep everyone on the lake staring. They painted it half blue and half green.**

   a. Bob and Terry wanted to paint their houseboat.
   b. The result would probably keep everyone on the lake staring.
   c. Bob chose blue.
   d. They painted it half blue and half green.

EVALUATION ANSWER KEY

READING STANDARD I-16

EVALUATION I

1. c
2. d

EVALUATION II

1. d
2. a

EVALUATION III

1. b
2. c

EVALUATION IV

1. a
2. b

I-17: Identify an unstated opinion.

READING STANDARD I-17 – PREPARATORY SHEET 1
IDENTIFY AN UNSTATED OPINION

TEACHER DIRECTED

EXPLANATION: To be able to recognize and understand an unstated opinion, you first need to know what certain terms mean.

An **opinion** is a statement of what someone thinks or believes or feels about something. It tells personal views or ideas that are not backed by absolute knowledge.

A **fact** is a statement that can be proved by experience or reliable records.

Inference is like reading between the lines. The reader gets the idea of what the writer believes by what is done and said, even though he doesn't come right out and say so in so many words.

An **unstated opinion** can be found if the reader is careful to add up all the clues. He must decide what the writer thinks or believes by what the characters do or say or by the way he talks about things.

READING STANDARD I-17 – PREPARATORY SHEET 2
IDENTIFY AN UNSTATED OPINION

TEACHER DIRECTED

EXPLANATION: **Learn to recognize an implied opinion even when it is not stated.**

Examples:

A. John's school had a visitor speak on water safety. John took a seat on the front row. After the speaker finished John rushed up to ask him more questions.

Unstated opinion:

John is interested in learning more about water safety.

B. Jack goes to the same school John attends. He also was expected to go to hear the visitor talk about water safety. He slouched down near the back and soon struck up a conversation with his neighbor about their softball team. The teacher had to ask them to stop talking.

Unstated opinion:

Jack is more interested in softball than water sports.

READING STANDARD I-17 – ACTIVITY SHEET 1
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **John applied for a job and was told he must obtain a work permit. He went to City Hall to get the forms. He filled out one form and took another form to the place where he wanted to work. He mailed this form back to City Hall and had heard nothing two weeks later.**

John's unstated opinion of the rule on work permits is probably:

a. Work permits are easy to obtain.

b. Work permits seem to be more trouble than they are worth.

c. City Hall is very efficient.

d. The postal service is very fast.

2. **A newspaper article says a work permit prevents youngsters from working before they are 14. It keeps employees from hiring teenagers at less than the minimum wage and ensures that only teenagers in good health will be allowed to work. Without work permits employers could take advantage of teenagers.**

The unstated opinion of the writer of this article could be stated:

a. Work permits are unnecessary.

b. Employers shouldn't have to pay minimum wage.

c. It is probably good that work permits are required.

d. Work permits are only to protect the employer.

READING STANDARD I-17 – ACTIVITY SHEET 2

IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **Mother will only allow us to watch television for one hour on school nights. We read the write-up in TV Guide to see if there is a show on we don't watch regularly.**

   Mother's unstated opinion seems to be:

   a. Unlimited TV is the best policy.

   b. Children need no guidance in television viewing.

   c. Children need guidance in television viewing.

   d. All television shows are good.

2. **Smoking cigarettes can cause many respiratory problems and even lead to lung cancer. Smokers often have bad breath and stains on teeth and fingers. Smokers also have more heart attacks.**

   The unstated opinion of the writer could be best stated:

   a. Everyone should smoke cigarettes.

   b. Smoking is distasteful and hazardous to the health.

   c. We should smoke to support the tobacco industry.

   d. We must have the taxes tobacco sales bring in.

READING STANDARD I-17 – ACTIVITY SHEET 3
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **When school turns out in June, we are free once more. The beach is waiting with sunshine, sand, and surf. For two months or more we can swim, sun, surf, and go boating. We don't hear: "Do your homework;" "Turn off the TV;" "School tomorrow;" "Get up;" "Time for school." Oh, boy! Oh joy! Summer!**

   The unstated opinion of the person writing this paragraph could best be stated:

   a. My greatest hours are spent in school.

   b. Summer is very boring.

   c. Summer is the best time of year.

   d. I want to go to summer school.

2. **In our cafeteria they always have fake potatoes. We often have pizza that tastes like vegetable soup. The roast beef looks like dry leather. Every time they mow the lawn,the cafeteria serves greens. One thing they are good at is serving leftovers, over and over and over until nothing is left.**

   The unstated opinion of the student might be stated:

   a. The food in our cafeteria is great.

   b. Freshly peeled and cooked potatoes are not as good as powdered ones.

   c. The best cooks work in our cafeteria.

   d. The food in our cafeteria isn't very good.

READING STANDARD I-17 – ACTIVITY SHEET 4
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **In basketball the players are dribbling, passing, and shooting the ball most of the time. There is movement by the players all over the floor all through the game. In baseball most of the players are just standing around for hours.**

   The unstated opinion of this writer could be stated:

   a. Baseball is a faster game than basketball.

   b. Basketball is a boring game.

   c. Basketball is a faster game than baseball.

   d. There is more action in baseball than basketball.

2. **Since the speed limit has been lowered to 55 miles per hour, there have been fewer accidents and fewer lives lost. Less fuel is used per mile traveled, and a trip is really more relaxing.**

   The unstated opinion of this writer could be stated:

   a. We should have kept the 70 miles per hour speed limit.

   b. Driving is more dangerous at 55 miles per hour.

   c. We use more fuel driving slower.

   d. The speed limit should not be raised from 55 miles per hour.

ACTIVITY ANSWER KEY

READING STANDARD I-17

ACTIVITY 1

1. b
2. c

ACTIVITY 2

1. c
2. b

ACTIVITY 3

1. c
2. d

ACTIVITY 4

1. c
2. d

READING STANDARD I-17 – EVALUATION I
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **Many skateboarders have accidents. There have been teeth knocked out and limbs broken when youngsters fall while skateboarding.**

   The unstated opinion in this paragraph is:

   a. Skateboarding is good exercise.

   b. Skateboarding can be dangerous.

   c. Dentists like skateboarding.

   d. Skateboarding is as safe as sleeping in bed.

2. **The Johnson family always welcomes company and makes them feel glad to be in their home. They feed them and keep them entertained. Everyone is always sorry to leave the Johnson's house.**

   The unstated opinion in this paragraph is:

   a. The Johnsons' hate to have company.

   b. Everyone feels they're imposing when they visit the Johnsons.

   c. Everyone feels welcome at the Johnsons.

   d. It's more fun at the Smiths than at the Johnsons.

READING STANDARD I-17 – EVALUATION II
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **As we work in a science lab, we can smell chemicals. We can hear gas hissing, water splashing, and test tubes clinking. Everywhere in the lab, we are busy with special equipment, like Bunsen burners, test tubes. and balances.**

   The unstated opinion of the writer is:

   a. Science lab is a dull, boring place.

   b. English class is my favorite.

   c. We never do anything in science lab.

   d. Something is always happening in science.

2. **I've watched the students go into the home economics room while I sit in my seat in history class across the hall trying to stay awake. I hear them chatter and clink and clank dishes and pans. Then wonderful smells drift over while my stomach growls and I try to digest the dry lecture.**

   The unstated opinion of the student in history class is:

   a. History is exciting and keeps me on the edge of my seat.

   b. Home economics is more fun than history.

   c. I like my history teacher.

   d. School is over too soon for me.

READING STANDARD I-17 – EVALUATION III

IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion. Use your own paper.*

1. **My sister's car is a beauty. It has bucket seats, a tape deck, and plush carpet and upholstery. The spoked wheels glitter in the sunlight. The brilliant stripes down the sides give it a special flare.**

   This writer's unstated opinion is:

   a. Cars should be for service with no frills.
   b. My sister's car is just what I'd like to have.
   c. My sister's car is dull and ugly.
   d. I want a car like my uncle's.

2. **We had homemade ice cream last night. What a grand time we had taking turns turning the freezer and adding ice. It was strawberry and everyone got second helpings. I haven't enjoyed anything so much in a long time.**

   The unstated opinion of this writer is:

   a. Making homemade ice cream is too much trouble.
   b. I had a boring evening last night.
   c. I love making homemade ice cream.
   d. The ice cream we made was terrible.

READING STANDARD I-17 — EVALUATION IV
IDENTIFY AN UNSTATED OPINION

Student Directions: *Write the letter of the statement that best tells the unstated opinion Use your own paper.*

1. Clara goes to piano lessons once a week. She is supposed to practice for one hour every day, but she spends so much time playing with her friends that she never gets around to practicing the piano. Each time she goes for her lesson, she stumbles through the songs and makes many mistakes.

   The unstated opinion in this paragraph is:

   a. Clara's piano teacher says, "Too much practice is bad for you."

   b. Clara enjoys practicing the piano for hours every day.

   c. You can't learn to play the piano well if you don't practice.

   d. Clara's friends help her learn to play the piano.

2. Our puppy, Bingo, is always chewing on something. He chews holes in the cushions and heels off our shoes. He piles throw rugs into a heap and jumps on top of us when we are trying to sleep. He digs up the flower beds and sneaks under the fence, so we have to chase him down the block.

   The unstated opinion in this paragraph is:

   a. Puppies are a joy all the time.

   b. Puppies can be a nuisance.

   c. Puppies grow fast.

   d. Bingo is not like any other puppy.

EVALUATION ANSWER KEY

READING STANDARD I-17

EVALUATION I

1. b
2. c

EVALUATION II

1. d
2. b

EVALUATION III

1. b
2. c

EVALUATION IV

1. c
2. b

READING STANDARD--J: The student will recognize irrelevant and invalid statements.

J-18: Identify an irrelevant statement in a selection.

READING STANDARD J-18 – PREPARATORY SHEET 1

IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

TEACHER DIRECTED

EXPLANATION: An irrelevant statement in a selection is not important, not necessary and has no bearing to the selection being discussed.

Have students find the irrelevant statement in each paragraph below. Discuss the answers with them orally.

1. During the Civil War, kites were used by Northern and Southern troops to send signals. The kite helped to open the air cage. They rode high into the sky to spy on the enemy or to report artillery damage.

2. The winter of 1893 – 1884 was cold. It was also a time when people suffered. There was a depression in the United States. Two to three million men were out of work. They shivered on street corners. Clothes a hundred years ago were not as comfortable as they are today. They slept in hallways or in police stations. They stood in long lines for a bowl of soup. Kind saloon keepers gave free meals to the poor.

3. Someone could write a comedy about baseball managing. Managers are hired and fired left and right. A manager will be run out of town. Then he will pop up in another town – and be cheered as a hero. I like popovers that you get in restaurants. It happens every season in a half-dozen big league towns.

4. The only guy who takes all this in stride is the manager. Every manager knows there is only one sure thing about his job – he is going to be fired someday. Jerome hopes to become a big league baseball player.

5. The saddest thing about managing is that you have to win. An owner will go along with a loser for a time. But once the fans and press start howling, the owner must listen. My dog howls when a train goes by.

READING STANDARD J-18 – ACTIVITY SHEET 1
IDENTIFY AN IRREVELANT STATEMENT IN A SELECTION

Student Directions: *Find the sentence that does not belong in each selection. Write the sentence on your own paper.*

1. Do you have a built-in "time clock" within your body? Many people seem to have one. They wake up each morning regular as clockwork. Fish sleep with their eyes open. If they know that they must wake earlier than usual one day, they almost always find themselves up at the right time.

2. To test this time sense, a scientist locked two people in a soundproof room with no way to tell the passage of time. One subject was released after 66 hours and the other after 86 hours. The judge told my brother he wouldn't be released for 30 days. When they estimated how long they stayed in the room, each guessed correctly to within a half hour.

3. The owner of a fruit store had one customer who always complained. He found that the best way to treat her was to agree with her as often as he could. One day she called him up and said, "Three of those apples I just bought from you are rotten, I am bringing them back."

   The store owner said, "That's all right madam. You don't have to bring them back, Your word is as good as those apples."

   Where did the man go that afternoon?

READING STANDARD J-18 — ACTIVITY SHEET 2

IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Find the sentence that does not belong in the selection. Write the sentence on your own paper.*

1. A draft dodger was told by the draftboard doctor to read an eye chart.

"What chart?" asked the draftee.

"Just sit down in that chair and I'll show you!" roared the doctor.

"What chair?" asked the draftee.

The man was finally rejected because of bad eyesight. That afternoon, he went to a neighborhood movie. He was horrified, when the lights went on, to see the draftboard doctor sitting beside him.

"Excuse me," said the young man as calmy as he could. "Does this bus go to Montclair?"

How many apples were rotten?

NOTE: Back to rotten apples again? Wait a second! Could that last line in the selection above be the misplaced punchline from the story about the rotten apples? And maybe, just maybe, the line, "Where did the man go that afternoon?" from the previous story, belongs with the story of the draftee. Where did the man go that afternoon? To Montclair? Or back to the draft board and the Army? Right!

READING STANDARD J-18 – ACTIVITY SHEET 3
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Read the following. Every so often you will come to a word that clearly does not belong in the story. Circle each of those words. (The word will always name a thing.* For example: I went to the store to buy sweatsocks a bottle of milk*)*

Example: A mother found her little daughter fighting applesauce with the boy next door. She parted them. Then she told her daughter, "Next time, I don't want you armchair hitting Eddie back. Remember that you're a lady. So, out talk him chimney."

NOW DO THE SAME WITH THE NEXT TWO PASSAGES.

1. "You sure ashtray look worried."
"Man, I've got so many troubles that radio if anything bad happpens today, it will spoon be at least two weeks before I can worry about it."

2. The school was going to have a boxing team, and a lot of young fellows tried out for it. Cabbage. Some were good, and some were not so good.
One spinach of the not-so-goods tried hard for a couple of rounds. The he said hopefully, "Have I done him any damage, Coach?"
"No," tree said the coach. "But keep on swinging, The draft may give him a cold."

READING STANDARD J-18 – ACTIVITY SHEET 4
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Read these jokes. Try to guess which word belongs in each blank. Write the word that seems to fit on your own paper. (In some cases, more than one word could be correct.)*

A. A dignified-looking, middle-aged gentleman decided to take advantage of 1.__________ special sale and buy his wife a pair 2.____________________ pantyhose. After waiting an hour on the fringe of a screaming, pushing mob of women, he plunged toward the counter 3.______________________________ both arms flying. Suddenly a shrill voice hollered out, "Can't 4.____________________ act like a gentleman?"

I've been acting like a gentleman 5.____________________ over an hour, and it got me nowhere," he replied, still plowing toward the counter. "Now I'm going to act 6.__________ a lady!"

B. An Indian, who believed he had a perfect memory, decided to 1.______________ a deal with the devil. An agreement was reached whereby the Indian could have anything on earth 2.________ wanted if he could prove that he did have a perfect memory. If not, the devil would claim his soul. So, to begin with, the devil 3.______________ him one question: "Do you like eggs?"

"Yes," the 4.______________________________ answered.

Fifty years later there was a big powwow of all the chiefs. The devil appeared in tribal costume, approached the Indian, and held out his right hand in greeting __________ said, "How"

"Scrambled," said the Indian.

ACTIVITY ANSWER KEY

READING STANDARD J-18

ACTIVITY 1

1. Fish sleep with their eyes open.
2. The judge told my brother he wouldn't be released for 30 days.
3. Where did the man go that afternoon?

ACTIVITY 2

1. How many of the apples were rotten?
2. (Where did the man go that afternoon?)
   Back to the draft board and the army.

ACTIVITY 3

1. [✓ ashtray] [✓ radio] [✓ spoon]
2. [✓ cabbage] [✓ spinach] [✓ tree]

ACTIVITY 4

A.
1. a
2. of
3. with
4. you
5. for
6. like

B.
1. make
2. he
3. asked
4. Indian (or chief)
5. then (or and)

READING STANDARD J-18 – EVALUATION I
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Read the passages. Write the letter of the irrelevant statement on your own paper.*

The softball team practiced every day after school. The games were held on Tuesday and Friday evenings. Practice was shorter on those days. The sun shone brightly just before sunset. The softball team was trying hard to win the county championship this year.

1. **Which sentence does not belong in the story?**
   a. The softball team practiced every day after school.
   b. The games were on Tuesday and Friday evenings.
   c. The sun shone brightly just before sunset.
   d. The softball team was trying hard to win the county championship this year.

This summer the swim team is going to Mexico. The math exam is next week. It will cover chapters four and five. Class notes and homework may be used. The test will be multiple choice and short answers.

2. **Which sentence does not belong in the story?**
   a. This summer the swim team is going to Mexico.
   b. The math exam is next week.
   c. It will cover chapters four and five.
   d. Class notes and homework may be used.

The movie begins at nine o'clock. If we get there early, we'll get a good seat. The reviews say its's one of the best movies this year. We take the Palm Beach Post.

3. **Which sentence does not belong in the story?**
   a. The movie begins at nine o'clock.
   b. If we get there early, we'll get a good seat.
   c. We take the Palm Beach Post.
   d. The reviews say it's one of the best movies this year.

READING STANDARD J-18 – EVALUATION II
IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Read the passages. Write the letter of the irrelevant statement on your own paper.*

1. **The zoo is great in the rain. All the animals hurry around trying to keep dry. The monkeys are the funniest because they swing from tree to tree and pick up their babies. I have to remember to wash my gym suit.**

   Which sentence does not belong to the story?

   a. The zoo is great in the rain.
   b. All the animals hurry around trying to keep dry.
   c. The monkeys are the funniest because they swing from tree to tree and pick up their babies.
   d. I have to remember to wash my gym suit.

2. **I'm going to plant a garden. I need some new tennis shoes from the Farmer's Market. First, I'll buy some vegetable seeds. Then, I'll till the soil and fertilize it. Next, I'll plant the seeds. Finally, I'll watch them grow.**

   Which sentence does not belong to the story?

   a. I'm going to plant a garden.
   b. First, I'll buy some vegetable seeds.
   c. I need some new tennis shoes from the Farmer's Market.
   d. Next, I'll plant the seeds.

3. **These apartments can't be rented to people who have a dog. Dogs chew up furniture. They ruin the carpets. Dogs have fleas. Greyhounds always look starved. Dogs make a mess on the lawns at the buildings.**

   Which sentence does not belong to the story?

   a. These apartments can't be rented to people who have a dog.
   b. Dogs chew up furniture.
   c. Dogs have fleas.
   d. Greyhounds always look starved.

READING STANDARD J-18 – EVALUATION III

IDENTIFY AN IRREVELANT STATEMENT IN A SELECTION

Student Directions: *Read the following passages. Write the letter of the irrelevant statement on your own paper.*

1. **Betsy and Lori went swimming at three o'clock in the afternoon. The undertow was strong and there was seaweed in the water. There were a lot of Portugese Men-of-War drifting with the current. The yellow flag was flying, which means swim with caution. A little boy was in the water crying.**

Which statement cannot be proven by the story?

a. The undertow was strong.
b. The yellow caution flag was flying.
c. There was seaweed in the water.
d. The little boy was stung by a Portugese Man-of-war.

2. **The Norton family went to the movies at seven o'clock. When they came home, they found a window broken. Inside the house, all the furniture was overturned and the television was gone. Mrs. Norton called the police.**

Which statement cannot be proven by the story?

a. The Norton family went to the movies.
b. Mrs. Norton reported the incident to the police.
c. A man who had just escaped from prison robbed them.
d. Things were out of place when the family came home.

3. **The yearbook staff went out for pizza at Tony's. They ordered extra-large pizzas with mushrooms and pepperoni. Everyone ordered a large root bear. They had fun.**

Which statement cannot be proven by the story?

a. The yearbook staff went out to eat.
b. Tony gave the group a discount on the bill.
c. They like mushroom and pepperoni pizza.
d. Everyone wanted a root beer.

READING STANDARD J-18 — EVALUATION IV

IDENTIFY AN IRRELEVANT STATEMENT IN A SELECTION

Student Directions: *Read the following passages. Write the letter of the irrelevant statement on your own paper.*

1. **Johnny looked at the supper his mother had cooked and told himself it was awful. Everything was awful. Yet before he had gone into the service three years ago, he had liked his mother's cooking. Johnny was remembering a lot of things —— the old neighborhood, old friends, and Mary Riordan.**

Which statement cannot be proven by the story?

a. A young man doesn't like his mother's cooking after he has been in the service.
b. A young man was away in the service for three years.
c. A young man returns from the service and remembers the way things were and a girl.
d. A young man returns from the service and after a few weeks home, re-enlists.

2. **Jim Thorpe, an American Indian, has been called the greastest Olympic athlete of all time. He is called that becasue he won both the pentathalon and the decathalon in 1912.**

There were five track and field events in the pentathalon; the decathalon had ten. These fifteen included short and long running races, broad jumping, high jumping, pole vaulting, shot putting, discus and javelin throwing.

No other Olympic athlete has ever won both contests. The events take up a total of three days. Thorpe set records in both of the events.

Which statement cannot be proven by the story?

a. Jim Thorpe, an American Indian, won 15 track and field events to become the greatest Olympic athlete of all time.
b. Jim Thorpe set a record in the cross-country race.
c. He won both the pentathalon and decathalon.
d. These events take up a total of three days.

EVALUATION ANSWER KEY

READING STANDARD J-18

EVALUATION I

1. c
2. a
3. c

EVALUATION II

1. d
2. c
3. d

EVALUATION III

1. d
2. c
3. b

EVALUATION IV

1. d
2. b

J-19: Identify conclusions which are based upon insufficient evidence.

READING STANDARD J-19 – PREPARATORY SHEET 1

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

TEACHER DIRECTED

EXPLANATION: A conclusion is an answer arrived at by analyzing facts and making inferences. But you must be sure that your conclusion fits the facts or follows the inferences in a reasonable way. insufficient evidence means not enough proof or not enough facts.

Have students place a √ before each sentence number on your paper in which the conclusion fits the facts or makes a sound inference. Discuss their answers with them.

1. It has rained for several days. We are sure the grass doesn't need watering.

2. Both of us want to go to the air show. We should be allowed to go.

3. Sixty out of one hundred people say the story is true. Therefore, the story must be true.

4. The traffic light has turned green. The cars can go legally through the intersection.

5. The cement was still wet in the new sidewalk. The tire made deep prints in the new cement when the car ran over it.

6. Ten people in the class failed the test. The test was unfair.

7. David broke his leg on Friday. He could not run in the track meet the next week.

8. The room was completely dark. She could not see where to turn on the light.

9. My sisters both have blue eyes. The new baby will have blue eyes, too.

10. Two stores will be open until 9:00 tonight. All of the stores in the mall will be open until 9:00, also.

READING STANDARD J-19 – PREPARATORY SHEET 2
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

TEACHER DIRECTED

EXPLANATION: *Have students read the following passages, orally and answer the questions. Go over their answers with them.*

1. **Dan has a part-time job after school. He works as a busboy at a restaurant on Ocean Drive. He cleans tables and then sets them again. He really likes working because it gives him extra money.**

   Which statement cannot be proven in the story?

   a. Dan likes having a job.
   b. Dan works after school.
   c. Dan puts fresh flowers on each clean table.
   d. Dan wants to earn extra money.

2. **Kathy took a bus tour of Philadelphia when she was visiting her aunt. She saw Independence Hall, Ben Franklin's printing shop, and the Liberty Bell. Her favorite place was Betsy Ross' home because it was tiny and charming.**

   Which statement cannot be proven in the story?

   a. Kathy took a bus tour.
   b. Kathy visited her Uncle Ben.
   c. Kathy saw the Liberty Bell.
   d. Kathy's favorite place was the home of Betsy Ross.

3. **Pat has gone to the guidance office to get a registration form for next year. She has to choose which classes she wants to take and get her teachers' approval. The registration forms are due tomorrow.**

   Which statement cannot be proven in the story?

   a. Pat has to choose her classes for next year.
   b. Pat went to the guidance office for a registration form.
   c. Pat's teachers must approve her form.
   d. Pat wants to take chorus and art next year.

READING STANDARD J-19 – ACTIVITY SHEET 1

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Read the sentences with numbers before them. Look at the statements in the right column. Write the letter of the statement that shows the numbered conclusion is wrong. Use your own paper.*

Example:

Here is a conclusion that does not have enough evidence.

b Sea turtles always lay their eggs by the light of the moon.

Here is the evidence that will show that the conclusion is wrong.

a. The tide is affected by the moon.
b. Sea turtles have been photographed laying eggs in broad daylight.

_____ 1. Everyone should drink three glasses of milk daily.
_____ 2. All four-legged animals can make some sound.
_____ 3. Hot fudge sundaes taste good.
_____ 4. All birds can fly.
_____ 5. No one likes Frank.
_____ 6. Some birds have no tails.
_____ 7. Dogs are friendly pets.

a. Penguins have no wings.
b. Frank's grandfather thinks he is a fine fellow.
c. Milk causes some people to have a rash.
d. The Kiwi bird has no tail.
e. Packs of wild dogs have been known to kill people.
f. You won't burn your mouth eating hot fudge sundaes.
g. The giraffe makes no sound.

READING STANDARD J-12 – ACTIVITY SHEET 2

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Sometimes we must do things just the way that we are told. Sometimes we have a choice of several actions. For each sentence below, put an X on the line before the number on your own answer sheet if you could have more choices than the sentences gives you. Look at the example below.*

Example: __X__ A bathing suit can be either green or blue.

_____ Mother gave the children a choice of homemade ice cream or lemonade.

_____ 1. Kelly is a grown up person. Kelly is either a man or a woman.

_____ 2. A clothesline must be either very high or very low.

_____ 3. Either we will rent a town house or an apartment.

_____ 4. The stove is either turned off or turned on.

_____ 5. The newspaper has either been delivered or has not been delivered.

_____ 6. The committee told the class that the picnic would be either Monday or Wednesday.

_____ 7. All classrooms have thirty or thirty-five desks in them.

_____ 8. Pens are either felt tip or ball point.

_____ 9. Relatives are either cousins or grandparents.

_____ 10. The tour guide said we could either ride the ski-lift or walk up.

READING STANDARD J-19 – ACTIVITY SHEET 3

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Read the following passages. Write "YES" on your paper if the final statement in each passage is a true conclusion based on the facts or evidence presented. Write "NO" if it is not.*

1. The leaves of plants rise toward the sun in the day and droop when it is dark. In 1729 a French scientist, Jean Jacques de Mairan, noted this. He wondered how plants would act if kept in constant darkness and at an even temperature. His experiments showed that plants went through a day-and-night cycle. The plants "knew" when it was day even when kept in darkness. Plants kept under constant artificial light will never droop their leaves.

2. People of Europe once believed that the forked root of the mandrake plant resembled the shape of a human hand and could be used for "magic". Supposedly, the mandrake screamed when torn from the ground, a screech sufficiently horrible to cause death. Searchers for mandrake employed the services of a dog. Its tail was tied to the plant. The owner stood back at a safe distance. The dog leaped forward, tugging the screaming mandrake from the soil. The dog fell dead, of course, but it was the only safe way to acquire the mandrake — or so it is believed!

3. When the apes at the Yerkes Research Center in Atlanta get bored, they turn to television for relief. It has been found that the chimps like westerns and the gorillas and orangutans favor soap operas. However, while they seem to enjoy televised entertainment, the apes at the center still prefer the company of people. Displaying manners not always found in humans, the apes will leave their sets when a person enters the room and shift their attention completely to that person. When the television set is on, apes still prefer to watch people, while people prefer to give more attention to the TV set.

4. The most striking feature of a Clydesdale horse is its feet. They are enormous round platters. The average Clydesdale weighs about 1,800 pounds and is almost seventeen hands high. Its legs are well planted. Clydesdales have a prompt walk and a snappy stride. The head is a medium length. The neck arches. The eyes are wide set, the muzzle is broad, and the ears are large. There are black, gray, and chesnut Clydes, but the grays and browns predominate. It is said that no wagon was ever made that a team of these great horses couldn't pull. Clydesdales are the strongest animals known to man.

READING STANDARD J-19 – ACTIVITY SHEET 4

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Sometimes you may read carelessly. So, you may think the writer means one thing when the writer really means something different. For example, the writer may say:

> Pam really doesn't like to eat mangoes.

You might read that to conclude:

> Pam never eats mangoes.

You have jumped to a conclusion that is not based on a fact given in the statement. The writer stated only one fact —— Pam doesn't like to eat mangoes. We don't know how often she eats them or whether she ever eats them. We don't know if Pam has tried several kinds of mangoes before judging all mangoes. (Suppose she has eaten only a Turpentine mango, never a Hyden, Zell or Kent variety?) To avoid jumping to conclusions that are not based on fact, read carefully. Then think about what you have read.

READING STANDARD J-19 – ACTIVITY SHEET 4

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Read carefully the statement and the conclusions that follow each. Write C if the conclusion is based on a fact in the statement. Write ? if the conclusion is not based on a fact. Put your answers in blank spaces down the page on your answer sheet.*

1. **The band went on a field trip to Disney World.**
   a. Members of the beginning band did not get to go on the trip.
   b. The band went to Disney World.
   c. They went by school bus.
2. **The seventh graders did not go on a tour of a television station.**
   a. The seventh graders were sorry that they did not go on the tour.
   b. The station did not have tours for school groups.
   c. The seventh graders went somewhere else on a tour.
3. **The marine biology class went on a field trip to the Florida Keys.**
   a. They studied underwater marine life.
   b. They went out on a drift-fishing boat while there.
   c. They brought back many different specimens of fish.
4. **Over half of the seventh graders chose a field trip to a police station.**
   a. A police station was the most popular choice for the field trip.
   b. Most of the class voted for going to the police station.
   c. Some of the seventh graders voted for visiting a television station.

READING STANDARD J-19

ACTIVITY 1

c – 1.
g – 2.
3.
a – 4.

b – 5.
6.
e – 7.

ACTIVITY 2

1.
X – 2.
X – 3.
4.
5.

6.
X – 7.
X – 8.
X – 9.
10.

ACTIVITY 3

1. "NO" (plants kept in darkness "knew" when it was day, so they went through the day-and-night cycle. Therefore, it can be concluded that plants kept in constant artificial light "knew" when it was night – hence, they dropped their leaves.)
2. "YES"
3. "YES"
4. "NO"

ACTIVITY 4

1. ? – a.
c – b.
? – c.

2. ? – a.
? – b.
? – c.

3. c – a.
? – b.
? – c.

4. c – a.
? – b.
? – c.

READING STANDARD J-19 – EVALUATION I
IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Sometimes we must do things just the way that we are told. Sometimes we have a choice of several actions. For each sentence below, put an* X *on the line before the number on your own answer sheet if you could have more choices than the sentences gives you. Look at the example below.*

1. A balloon may be on either a stick or on a string.
2. A gun may be either loaded or empty.
3. A spoon may be either bent or not bent.
4. A palm tree may be either a cabbage palm or a date palm.
5. A tire may be either flat of half-filled.
6. The mail has either arrived or it hasn't arrived.
7. A glass may be either filled or empty.
8. Bedsheets are either twin-sized or king sized.
9. A hammer is either being used or not being used.
10. This is either the last item on the page or it isn't the last item on the page.

READING STANDARD J-19 — EVALUATION II

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Read the following passages. Write "YES" on your paper if the underlined statement after each passage is a true conclusion based on the facts or evidence presented. Write "NO" if it is not.*

1. Down below, the Red River, a spring-green stream that is hardly a river and surely not red, winds through its rock-ribbed valley, gliding around dark boulders that would block its way, hugging the contours of the curving earth, gliding into secretive shadow, rippling back to the welcome of sunlight. At one end of a long meadow stretching along its bank there is a cabin, and a man stands in front of it, leaning against a fence, looking up at the cliffs, caught in the spell of the day.

JOHN ED PEARCE
THE COURIER-JOURNAL MAGAZINE
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The man has just finished plowing the meadow.

2. A good service station attendant will check your brake fluid. If that fluid runs out, you will be without brakes. Automatic transmission and power steering fluids should also be checked when the oil is changed. Automatic transmission repairs are very expensive, so it is important to have transmission fluid checked regularly. Without power steering fluid it is extremely difficult to steer your car.

Failure of power steering is the major cause of accidents on the highways.

READING STANDARD J-19 – EVALUATION III

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

Student Directions: *Read the following passages. Write "YES" on your paper if the underlined statement after each passage is a true conclusion based on the facts or evidence presented. Write "NO" if it is not.*

1. In hot weather, make sure the radiator in your car is kept full of water. That is the heart of the engine's cooling system (except VW's which are air-cooled). To check the water level, unscrew the radiator cap very slowly, after the engine is cool. Wait 15 minutes, otherwise pressure might cause very hot water to spray on you. The cap has two catches. Unscrew the cap to the first catch and leave it there a few seconds. Then slowly unscrew it the rest of the way and lift off the cap.

   Water may now be added if the radiator's water level is low.

2. You should see water in the top of the radiator tank. If not, and you think the water is low, or leaking out, wait until the engine cools before adding cool water. If cool water is added to a hot engine which is low on water, the engine block might crack. The block houses the cylinders and water is circulated through it to cool them. Water would leak out from a cracked block making the engine useless.

   Air-cooled engines do not develop problems.

READING STANDARD J-19 – EVALUATION IV

IDENTIFY CONCLUSIONS WHICH ARE BASED UPON INSUFFICIENT EVIDENCE

A) *Student Directions: Number your paper from 1-5. Put an X before each conclusion that fits the facts given below.*

FACTS

Terri gave an oral report today in class. It was about horses.

Terri's family owns six horses.

When she goes to the library, Terry usually checks out books on horses.

CONCLUSIONS

1. Terri is going to be a horse trainer someday.
2. Terri likes horses.
3. Terri likes to give oral reports before the class.
4. Terri prefers Quarter horses.
5. Terri enjoys reading about horses.

B) *Student Directions: Number your paper from 6-12. You are only given a small amount of information in each sentence below. Put an X by the sentences that come to a right conclusion with facts given.*

6. All of Dean's T-shirts are free, so I should be able to have some of them.
7. There will be a shark-fishing contest at the inlet, and many people will enter.
8. Ava told me this is her favorite record. She enjoys listening to it.
9. We're the only ones on our street who don't have a swimming pool. That is why I don't have as many friends as the neighbors' kids.
10. Darnell's father has two jobs. His family has more money than anyone's.
11. Sarah's mother is a teacher. That is why she gets good grades.
12. Todd's brother is a professional tennis player. Todd has learned a lot from him to improve his tennis game.

EVALUATION ANSWER KEY

READING STANDARD J-19

EVALUATION I

X – 1.
2.
3.
X – 4.
X – 5.
6.
X – 7.
X – 8.
9.
10.

EVALUATION II

"NO" 1.
"NO" 2.

EVALUATION III

"YES" 1.
"NO" 2.

EVALUATION IV

CONCLUSIONS

1.
X – 2.
3.
4.
X – 5.

6.
X – 7.
X – 8
9.
10.
11.
X – 12

READING STANDARD--K: The student will follow oral and written directions.

K-20: Follow written directions to complete a task.

READING STANDARD K-20 – PREPARATORY SHEET 1
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

TEACHER DIRECTED

EXPLANATION: When you apply for a job, you are often tested. Your answers to such tests may show how carefully you read, how well you understand instructions, or whether you follow directions. Remember to do these two things when you read directions.

1. **Read the directions carefully before you do anything.**
2. **Be sure you understand the directions.**

Every day of your life you are dealing in some way with written directions. Can you think of some things you do that require you to follow written directions? Let's make a list. **Answers will vary.**

Examples:

1. **baking a cake**
2. **taking a test**
3. **doing a homework assignment**
4. **giving a speech**
5. **driving a car**

READING STANDARD K-20 – PREPARATORY SHEET 2

FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

TEACHER DIRECTED

Student Directions: *Let's take this practice test to see how well we follow directions. Number your paper from 1-4.*

1. Place an X over every word in the next line that does not rhyme with "might".

kite fright night knight length height bite

2. Smoking in a service station may not be permitted because **(check one)**:

   a. **Some people don't like to smoke** __________

   b. **It looks as if you aren't working.** __________

   c. **It is dangerous to smoke near gasoline.** __________

   d. **Smoking is hazardous to your health.** __________

3. Read the paragraph (b). Fill each blank with a word from the list (a) that makes sense in the sentence. Use each word only once.

   (a) **don't country birds cats city dogs**

   (b) Robins are ______________ that live both in the ______________ and the country. In the city ______________ may attack robins. In the ______________ robins may have other enemies. Cats move much faster than ______________ . Perhaps that is why dogs ______________ worry birds very much.

4. Read the paragraph. Then mark the answers below the paragraph.

Battery-powered cars may be very popular in a few years. They are quiet and inexpensive to operate, and they do not pollute the air. Only a few battery-powered cars are in operation at this time. No one has invented a satisfactory battery for the car. So far, all the batteries that will operate these cars are either too big or too dangerous.

(Check only those answers that are true.)

This paragraph is about noise pollution. True ______ False ______

Battery-powered cars are not very noisy. True ______ False ______

Few people drive battery-powered cars. True ______ False ______

Battery-powered cars will run on any battery. True ______ False ______

READING STANDARD K-20 – ACTIVITY SHEET 1
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *The dots on the next page contain a message. Follow the directions below carefully to find out what the message is.*

1. **Read everything before doing anything.**

2. **Put your pencil on black dot 31. Draw a line to dot 16. Then draw a line to dot 20 and then on to dot 15 and dot 30.**

3. **Join dot 14 to 21.**

4. **Join dots 18, 17, and 19 with a curved line.**

5. **Join dot 3 to dot 1. Then join dot 1 to dot 17 and go on to dot 18.**

6. **Draw a straight line from dot 8 through dot 11 to dot 23. Draw a line from dot 8 to dot 9. Draw a line from dot 23 to dot 24. Then join dot 10 to dot 11.**

7. **Draw a straight line from dot 32 to 18.**

8. **Join dots 23, 24 and 25 to make a triangle.**

9. **Join dot 27 to dot 28. Then join 28 to dot 13.**

10. **Join dots 8, 9, 10, and 11 to make a box, and draw a star inside.**

11. **Join dot 4 to dot 5. Then join dot 26 to dot 27. Then erase the curved line that you drew to join dots 18, 17, and 19.**

12. **Join dot 6 to dot 14.**

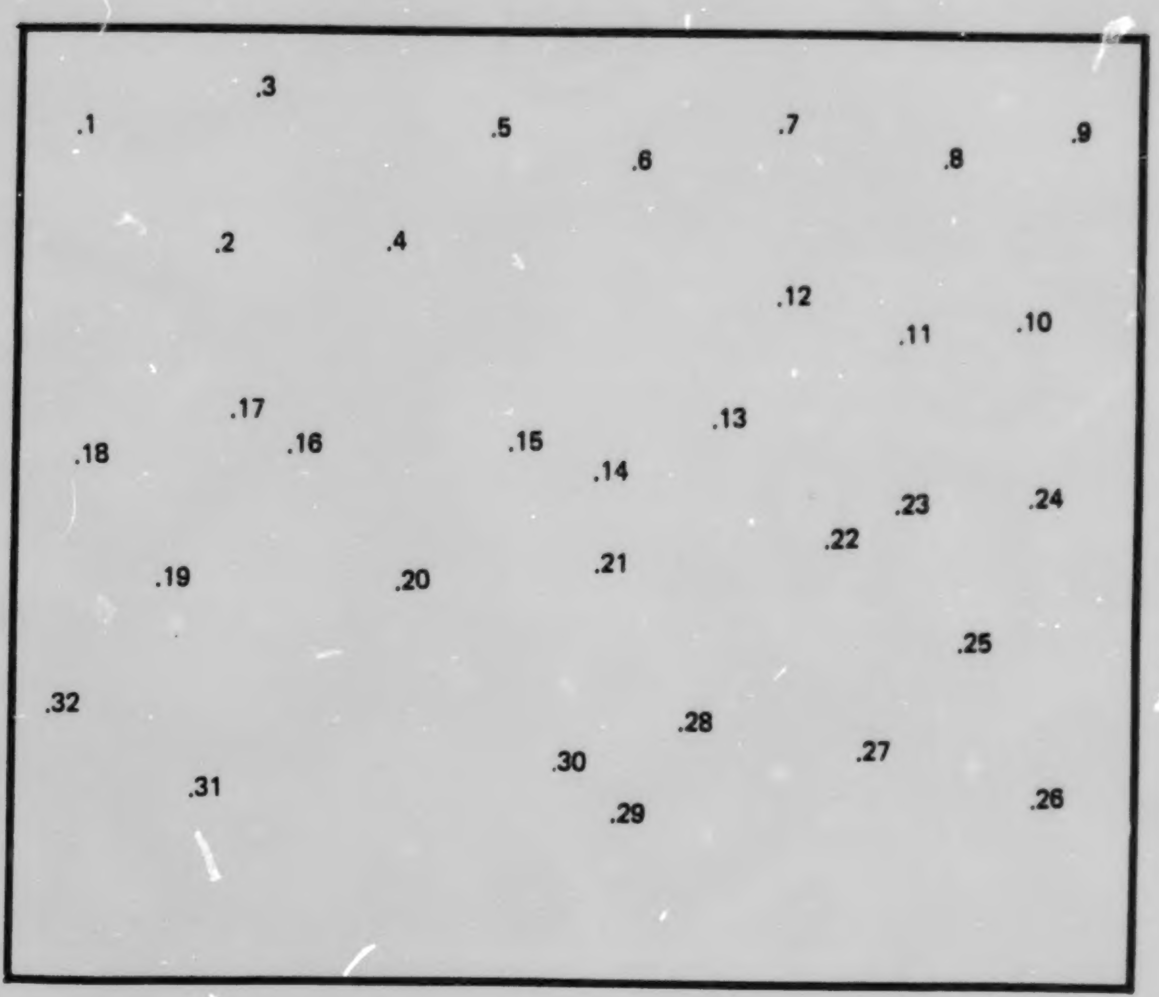
13. **Now that you have finished reading sentences 1 through 12, do only what sentences 2, 3, 5, 6, 9, and 12 say to do.**

Continued on next page

READING STANDARD K-20 – ACTIVITY SHEET 1

FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

(Continued)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READING STANDARD K-20 – ACTIVITY SHEET 2
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *Below is a form very much like many forms you will have to fill out in your lifetime. Carefully follow the directions and complete the form.*

Use ink and print

Date: ____/____/____ **Birthdate:** ____/____/____
(use numbers)

check one:
☐ **male**
☐ **female**

Name: ______________________________
last **first** **middle**

Address: ______________________________
street **city** **state** **zip code**

Length of time at that address: __________ **Telephone number (   )** __________

Previous addresses: ______________________________
street **city** **state** **zip code**
____
street **city** **state** **zip code**

In case of emergency notify: ______________________________
last **first** **middle**
____
street **city** **state** **zip code**
(   ) ______________________________
telephone number

School now attending: ______________________________

Address: ______________________________
street **city** **state** **zip code**

Homeroom teacher: ______________________________
last **first**

Your hobbies or interests: ______________________________

READING STANDARD K-20 – ACTIVITY SHEET 3

FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *Draw the check form you see below on a piece of notebook paper three times so that you have three checks. Following the directions for writing a check below, you are going to make believe you have $1,000.00 to give away to three charities. Splitting up the $1,000.00 any way you wish, write out three checks to your three favorite charities. (i.e. Lighthouse for the Blind, American Cancer Society, Muscular Dystrophy)*

Your name **No.** ________

Your street address ____________, **19** ________

City, state, zip

Pay to the order of ______________________________ **$** ________

______________________________________ **Dollars**

Palm Beach County Bank
Dixie Highway
West Palm Beach, Florida

Memo/for ____________ ____________________

Directions for writing out a check:

1. *Number your check on the line in the upper right-hand corner where it says No.* ________
2. *Write today's date on the line where you see the number 19.*
3. *Write the name of the charity you are donating the money to on the line where it says Pay to the order of.*
4. *Next to the dollar sign, write the amount of money you are donating to the charity in numerals.*
5. *On the line where it says Dollars, write the amount of money you are donating to the charity in words.*
6. *Where it says Memo/for write Donation.*
7. *On the line in the lower right-hand corner sign your name.*

READING STANDARD K-20 – ACTIVITY SHEET 4

FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *There are eight sentences below. You will notice they are all the same. Above each sentence is a specific direction. Copy each sentence onto a piece of notebook paper and do what the directions tell you to do for each sentence.*

---- **Underline the word with the long ō sound.**

1. Go to the store with me tomorrow.

---- **Circle the word with one r in it.**

2. Go to the store with me tomorrow.

---- **Cross out the word that tells when.**

3. Go to the store with me tomorrow.

---- **Place an X on the pronoun.**

4. Go to the store with me tomorrow.

---- **Place an asterisk (*) on the two-letter word that is a preposition.**

5. Go to the store with me tomorrow.

---- **Draw a squiggly line under the noun.**

6. Go to the store with me tomorrow.

---- **Draw a triangle around the word with a short ĭ sound.**

7. Go to the store with me tomorrow.

---- **Draw a straight line through the word with the TH sound at the beginning.**

8. Go to the store with me tomorrow.

READING STANDARD K-20

ACTIVITY 1

"SMILE"

ACTIVITY 2

Answers will vary. Be sure directions are followed precisely.

ACTIVITY 3

Checks will vary.
Be sure they are written out correctly and that they total no more than $1,000.00.

ACTIVITY 4

1. go
2. store
3. ~~tomorrow~~
4. ~~like~~
5. ~~to~~
6. store
7. with
8. ~~the~~

READING STANDARD K-20 – EVALUATION I
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

TEACHER DIRECTED

Student Directions: *It is very important in any subject to learn how to follow directions. If you do not have this skill you cannot complete assignments correctly. This is a timed test on following directions and you have three minutes to complete it. Read everything carefully before you do anything.*

1. **Put your name in the upper right-hand corner of this paper.**
2. **Circle the word name in sentence one.**
3. **Draw five small squares in the upper left-hand corner of the paper.**
4. **Put an X in each square.**
5. **Put a circle around each square.**
6. **Write your teacher's name in the left margin.**
7. **Put a circle completely around sentence number six.**
8. **Put an o in the lower left hand corner of this paper.**
9. **Draw a rectangle around the word SIX in sentence seven.**
10. **On the back of this paper multiply 703 by 66.**
11. **Draw a triangle around the word IN in sentence number two.**
12. **On the reverse side of this paper add 13 and 43.**
13. **Subtract the answer of number 12 from the answer of number 10.**
14. **In the lower right hand corner, number from one to ten backwards.**
15. **Punch three small holes in the top of this paper with your pen or pencil point.**
16. **Subtract the number of doors in this room from the number of windows. Put a circle around your answer and a square around the circle.**
17. **Now that you have finished reading everything, carefully do only sentences one and two.**

READING STANDARD K-20 – EVALUATION II
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *Use the information below to fill out the application form on the next page.*

One May 22, 1972, Robert Alva Harding rode his motorbike to the Bunker Corporation to apply for a summer job as a stock boy. At that time, Robert lived at 360 Inglewood Drive in Pine Brook, New Jersey 07058, and his phone number was 279-0729. Born in Pine Brook on July 3, 1955, Robert was 5′ 10″ tall and weighed 155 pounds. His social security number was 140-50-9062. On the day he made application, Robert had not yet completed his senior year at Ramapo Valley High school in Mohawah. He had entered school on September 6, 1969, and so far had a C average. At the time of his application, Robert was working every Saturday as a stock boy at the Cason's Seed and Bulb Company, 25 Walnut Drive, in Pine Brook (telephone: 279-5500). He had begun work there on October 8, 1971. His supervisor was Mr. Silvernail, the manager.

Continued on next page

READING STANDARD K-20 – EVALUATION II
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

(Continued)

BUNKER CORPORATION EMPLOYMENT APPLICATION FORM

Personal Information (please print) **Date: / /**

NAME:

ADDRESS: **city and state** **zip code**

SOCIAL SECURITY NUMBER **TELEPHONE NUMBER**

BIRTHDAY **HEIGHT** **WEIGHT**

POSITION DESIRED **U.S. CITIZEN**

HOURS (check one)
FULL TIME **PART-TIME** **SUMMER ONLY**

TRANSPORTATION USED:

EDUCATION BACKGROUND

HIGH SCHOOL:	**No. of yrs. completed**	**Grade point average**
LOCATION:		

WORK EXPERIENCE

List last job held

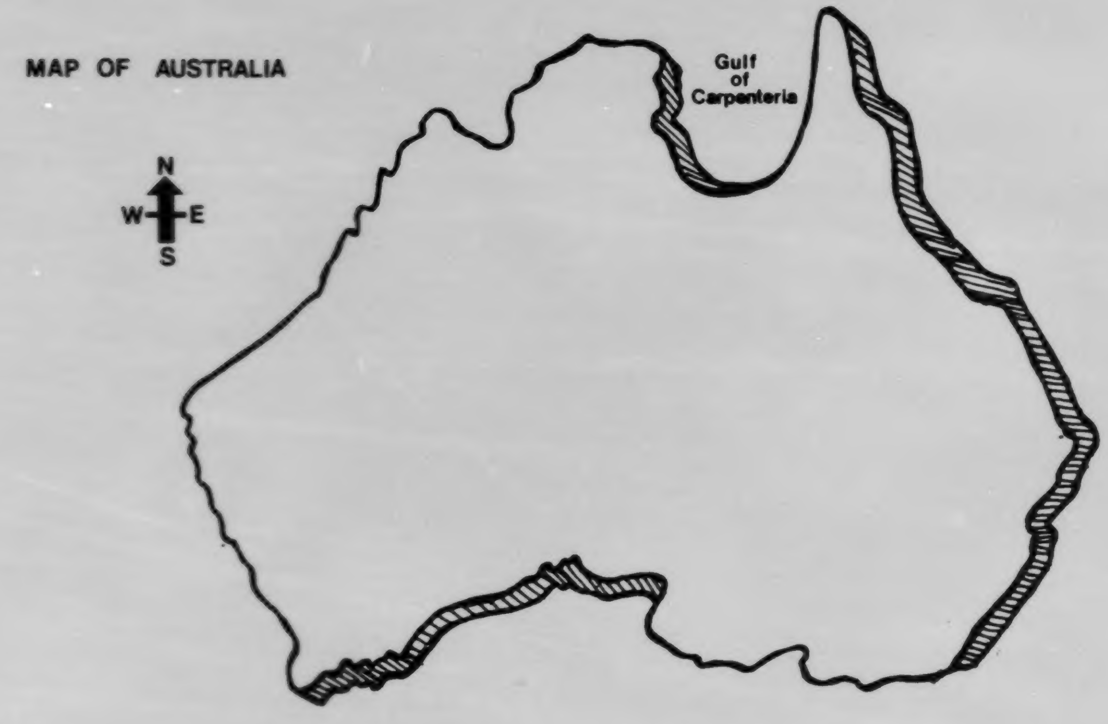
COMPANY	**SUPERVISOR**	**YOUR POSITION**
NAME:		
ADDRESS:	**DATES EMPLOYED**	**Reason for leaving**
PHONE:		

I hereby state that to the best of my knowledge, all the information given above is true.

Applicant's Signature

READING STANDARD K-20 – EVALUATION III
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *Follow the directions given below the map.*



1. Mountain ranges run down the east coast of Australia. Draw mountain peaks to show these mountain ranges.
2. The northern part of Australia, west of the Gulf of Carpentaria, is a tropical zone. Draw some palm trees to show this tropical area.
3. Gold is mined in the northwest, the southwest, and the southeast. Draw gold nuggets to show these areas.
4. The great middle section of Australia is semi-arid, with little rainfall. Shade in this area with the side of your pencil.
5. Australia is an island. Draw waves around it to show it is surrounded by the ocean.

READING STANDARD K-20 – EVALUATION IV
FOLLOW WRITTEN DIRECTIONS TO COMPLETE A TASK

Student Directions: *Follow the directions below by doing the required task on a sheet of notebook paper. By the time you reach number 10, you should have drawn something.*

1. **Draw a large square in the center of your paper.**
2. **In the center ot the bottom half of the square draw a rectangle with the vertical sides longer than than the horizontal sides.**
3. **Draw a triangle on top of the square.**
4. **Place a small circle on the right-hand center section of the rectangle.**
5. **Draw a small square in the upper left-hand side of the larger square.**
6. **Draw another small square in the upper right-hand side of the larger square.**
7. **In each small square draw two lines that criss-cross each other so that you now have four squares in each little square.**
8. **Draw a small rectangle with longer vertical lines and shorter horizontal lines on the upper right-hand side of the triangle.**
9. **Draw a squiggly line from the top of the small rectangle to about an inch above it.**
10. **Draw two parallel S lines from the bottom of the large rectangle.**

EVALUATION ANSWER KEY

READING STANDARD K-20

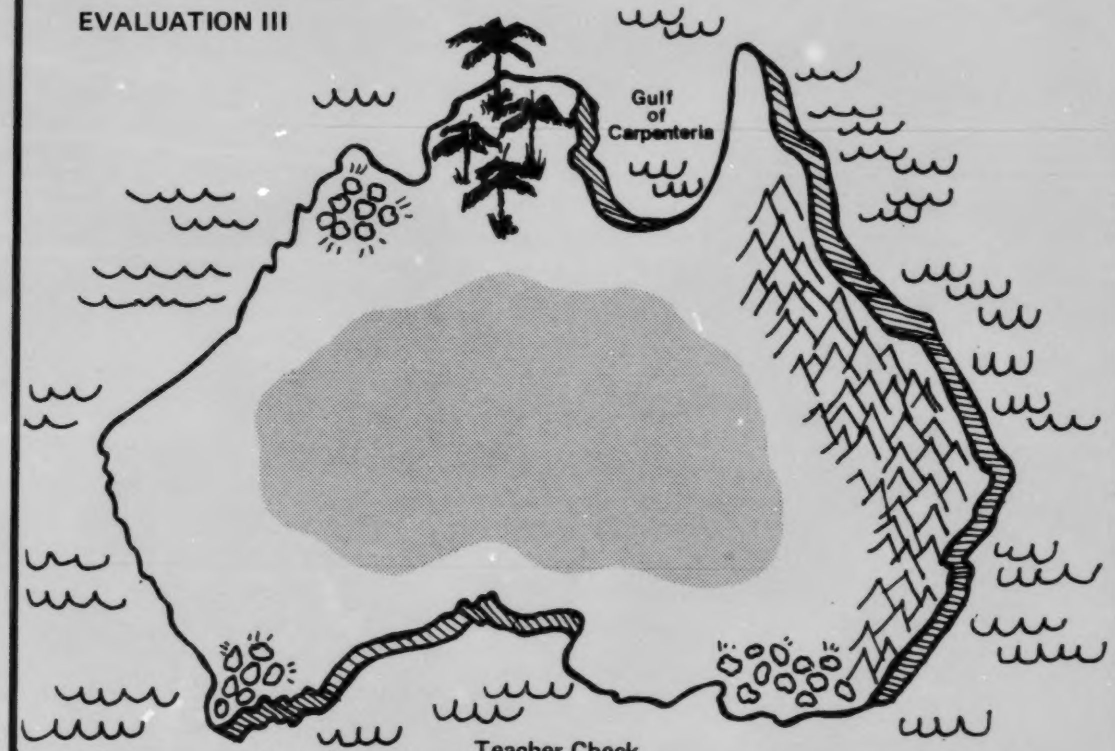
EVALUATION I

Students' name should be in upper right hand corner of the paper. The word NAME in sentence number one should be circled. Nothing else should be done.

EVALUATION II

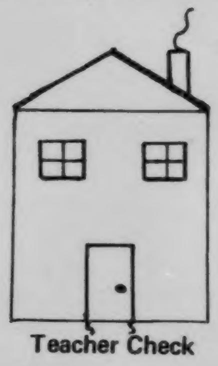
See attached form.

EVALUATION III



Teacher Check

EVALUATION IV

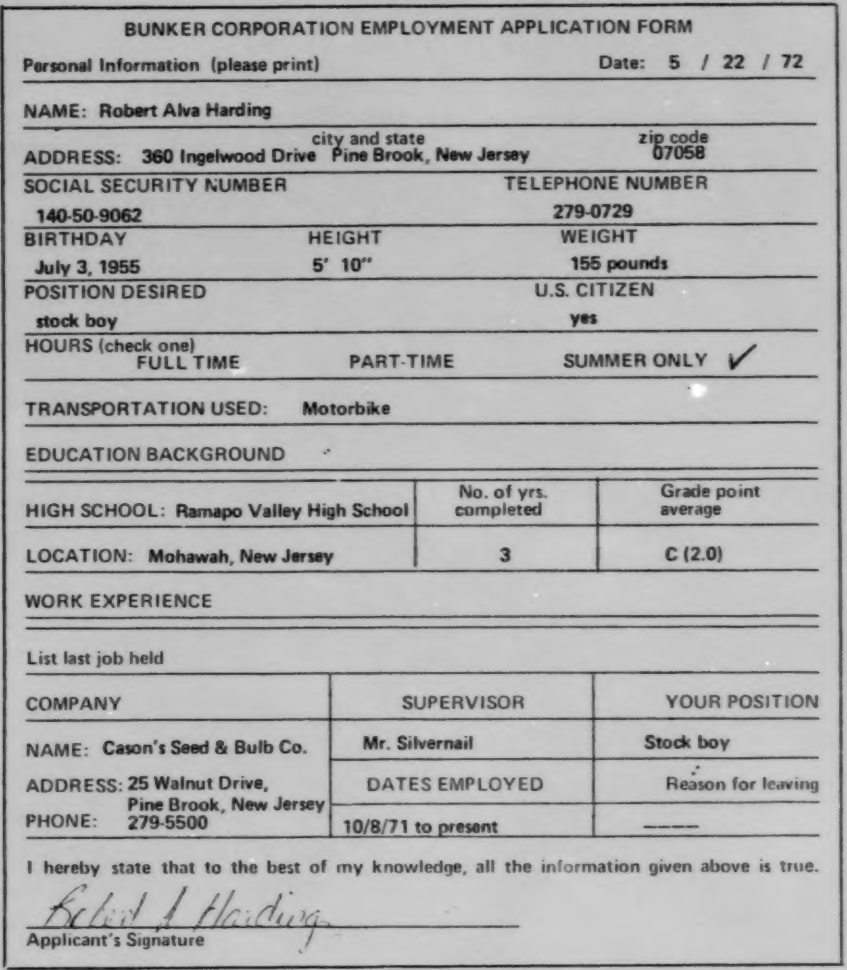


Teacher Check

EVALUATION ANSWER KEY

READING STANDARD K-20 (continued)

EVALUATION II FORM



BUNKER CORPORATION EMPLOYMENT APPLICATION FORM

Personal Information (please print) Date: 5 / 22 / 72

NAME: Robert Alva Harding

ADDRESS: 360 Ingelwood Drive city and state Pine Brook, New Jersey zip code 07058

SOCIAL SECURITY NUMBER 140-50-9062		TELEPHONE NUMBER 279-0729
BIRTHDAY July 3, 1955	HEIGHT 5' 10"	WEIGHT 155 pounds
POSITION DESIRED stock boy		U.S. CITIZEN yes

HOURS (check one) FULL TIME PART-TIME SUMMER ONLY ✓

TRANSPORTATION USED: Motorbike

EDUCATION BACKGROUND

HIGH SCHOOL: Ramapo Valley High School	No. of yrs. completed	Grade point average
LOCATION: Mohawah, New Jersey	3	C (2.0)

WORK EXPERIENCE

List last job held

COMPANY	SUPERVISOR	YOUR POSITION
NAME: Cason's Seed & Bulb Co.	Mr. Silvernail	Stock boy
ADDRESS: 25 Walnut Drive, Pine Brook, New Jersey	DATES EMPLOYED	Reason for leaving
PHONE: 279-5500	10/8/71 to present	-----

I hereby state that to the best of my knowledge, all the information given above is true.

Robert A Harding

Applicant's Signature

READING STANDARD--L: The student will identify appropriate sources for needed information.

L-21: Identify an appropriate source to obtain information on goods and services and on day-to-day events.

READING STANDARD L-21 – PREPARATORY SHEET 1

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

TEACHER DIRECTED

EXPLANATION: You need to discuss reference sources, what information they contain and how to use these reference sources. The reference sources to discuss are the newspaper, telephone directory, card catalog, encyclopedia, dictionary, the atlas and almanac. Samples to discuss would be appropriate here.

REVIEW THE FOLLOWING.

1. **Newspaper:** A newspaper is a daily or weekly reference which contains up-to-the-minute articles on local, state, national and world events; contains information on community goods, services, and day-to-day local activities. Some sections of a newspaper appropriate to this study are the front page, editorial page, local news section, advertisements by local businesses, want-ads, obituaries, etc. Make local newspaper available to students.

2. **Telephone Directory:** A telephone directory is an alphabetical listing of the residents of a community, their addresses and telephone numbers:The yellow pages contain the alphabetical listings of businesses by titles, their addresses, and telephone numbers. This yellow page section is important for information concerning community services. Also there are listings for emergency numbers, area codes for the U.S.A., and a customer information guide. Have several old or up-to-date telephone directories in the classroom so that all students may become familiar with the directories contents.

3. **Card Catalog:** Libraries (Media Centers) maintain a card catalog system to provide an alphabetical listing of all books in a specific library. Each book, fiction or nonfiction is listed in the card catalog in three ways. One card lists the book by the author's name, and the second card by the title of the book, and a third card according to the subject of the book. Have the Media specialist give the students information on the card catalog before having them use one.

4. **Encyclopedia:** An encyclopedia is a book or a series of books (volumes), containing information about many and varied topics. These topics may be historical or current in nature. The articles are often illustrated and relate to different branches of knowledge. The information is often very extensive and complete about a topic. Several series of encyclopedias students may use are: The World Book; Britannica; Colliers; Americana; and Compton's. Have students familiarize themselves with one of the listed sets of encyclopedias.

Continued on next page

READING STANDARD L-21 – PREPARATORY SHEET 1

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

Schedules: Schedules tell you what time something is going to happen. On a mailbox you will find a schedule of when letters will be picked up, what day and what hour. A train, bus, or airplane schedule tells you when a train, bus, or plane is leaving or arriving, and between which cities it travels.

An Ad.* or Advertisement: An ad is written to give information to the reader or the listener. Ads cost money. The longer the ad is, the more it costs. This is why so many ads are very short and some ads are abbreviated (made shorter). Because some ads are short and contain abbreviations, it it sometimes difficult to figure out what the ads mean. To do so, you must think carefully about what the ads say. You must also know what the key abbreviations mean. You must also know which ad is the appropriate one for goods, services, etc. that you are looking for. This is known as making inferences or drawing conclusions from the facts given. Go over commonly used advertisement abbreviations with students.

Examples:

CLERICAL – Good phone personality, some typing. super firm. Quick raise. $563. Ph. Fran 752-4400. Snelling & Snelling Personnel.

HOUSEKEEPER – Take over home duties for working mother of school age children, 6 days. Transportation preferred. Excellent wages to right person, live in or out. Call 322-5920, ask for Margaret. References.

***abbreviation for advertisement**

READING STANDARD L-21 – PREPARATORY SHEET 1

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

5. **Dictionary:** A dictionary is a reference which contains the alphabetical listing of the words in the English language. A dictionary also contains the spelling, pronunciation, definitions, origins etc, of each entry word. Make sure each student has a dictionary of his own.

6. **Atlas:** An atlas is a book of maps. Its table of contents lists the maps and the pages on which they may be found. The individual names shown on maps are listed in an index in alphabetical order. A legend with a map explains the symbols that are used on that map. Have students become familiar with an atlas

7. **Almanac:** An almanac is a book of vital facts organized in compact (condensed) form, often in tables, charts or lists, so that data can be found quickly and easily. Almanacs contain veried information about events (with date), sports, government, important people, geography, etc. Almanacs are published bi-annually or yearly (annually) so that the most important facts are available to the public. They are important reference tools when a person needs to find a new fact quickly. Almanacs contain a table of contents and an index. Have several almanacs available so that students may become familiar with them.

8. **Directories, Schedules and Ads:** A directory is like an index, only this type of directory is found listed in a building. It lists the people and companies in the building in alphabetical order, with the office number for each listing.

THE PACKARD BUILDING

Albert & Albert, C.P.A.s	204
Alsam Bros., tailors	501,503
Applegate, Daniel, M.D	402
Borko, M.E., Atty.	303
Borko, Janice, Atty.	506
Coffee Shop	Lobby
Community Bank	Lobby
Loan Office	205
Dindrot, Alex, Atty.	301
Fit-rite Shirt Co., sales	502
deliveries	504
Flanders & Co., pharmacy prescriptions, drugs	Lobby
Holmes Art Supplies	201-203
deliveries	101
Morville, Samuel, D.D.S.	408
Morville, Vivian, D.D.S.	408
Pharmacy – Flanders & Co.	Lobby
Photographic Equipment, M. Velez	310
Saunders, M., podiatrist	602
Sussman, Miriam, M.D.	404
Talesman, Jos., C.P.A.	604
Tradell Dental Lab	305/307
Velez Graphics, photography	310
equipment	310
deliveries	312

Continued on next page

READING STANDARD L-21 – PREPARATORY SHEET 2

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

TEACHER DIRECTED

EXPLANATION: Do several oral and board drills to establish the class' understanding of each particular reference material (source). When your students demonstrate at least a general understanding of these listed sources, have them continue on with the individual pre-test and other related activities.

A graphic profile is provided to help you see the areas in which the student may need further work. For example, check the box of the items the student did correctly on the pre-test. Then have the students work further on the reference activities in which they need to concentrate the most.

Any of the activities are meant to be used as sub pre-tests where necessary. The individual pre-test is provided for you.

Student Directions: *On your own paper write the letter of the correct answer by the correct number.* **Examples:** *1. c*
2. d

1. **If you wanted to see how many chapters a book contained, you would look in:**

   a. glossary
   b. table of contents
   c. index

2. **An encyclopedia is made up of volumes. What items would you find on the outer cover?**

   a. chapters and index
   b. letters and pages included
   c. entry letters of topics included and volume number

3. **There are ______________________ guide words on each dictionary page.**

   a. 2
   b. 1
   c. none, guidewords appear in encyclopedias

4. **What information can you find in a building directory?**

   a. people renting office space, office numbers, telephone numbers
   b. addresses, phone numbers, occupations
   c. occupations, office number, floor number

Continued on next page

READING STANDARD L-21 – PREPARATORY SHEET 2

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

5. Which of the following would not publish a schedule?

a. train
b. bus
c. taxi cab
d. airlines

6. Mr. Smith wants to write his own ad to find a job. Which of the following items should he not use?

a. his wife is no longer living
b. his phone number is 586-9495
c. he can do odd jobs

7. If you were in a new town and you wanted to go from the post office to the hotel, you would look in which of the following?

a. telephone book
b. a map
c. a graph of the population increase

8. What is a characteristic of a graph?

a. a chart with the information
b. very little written explanation
c. topics arranged in alphabetical order

9. The yellow pages of the phone book are arranged:

a. by area code
b. alphabetically by business
c. alphabetically by person's last name

10. Your dog is a victim of a hit-and-run accident. Whom would you call to report the driver of the car?

a. the police
b. the ambulance
c. the Fire Department

ANSWERS

1. b 2. c 3. a 4. a 5. c 6. a 7. b 8. a 9. b 10. a

Continued on next page

READING STANDARD L-21 – PREPARATORY SHEET 2

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

Student's Name: ______________________ **Pre** __________ **Post** __________

Dates: ______________________

PRE	POST	APPROPRIATE SOURCES	
		Newspapers as references	1
		Telephone Directory as a reference	2
		Card Catalog as a reference	3
		Encyclopedia as a reference ·	4
		Dictionary as a reference	5
		Atlas as a reference	6
		Almanac as a reference	7
		Score	

READING STANDARD L-21 – ACTIVITY SHEET 1

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Choose the best source. Write the letter of the best answer on your own paper.*

What is the best source for:

1. finding a list of lawyers in town?

a. dictionary
b. atlas
c. encyclopedia
d. yellow pages

2. finding an apartment to rent?

a. white pages
b. newspaper
c. encyclopedia
d. card catalog

3. finding all the meanings of a word?

a. card catalog
b. encyclopedia
c. dictionary
d. atlas

4. finding a concise history of atomic energy?

a. encyclopedia
b. telephone directory
c. atlas
d. dictionary

5. finding the shortest route from Denver, Colorado to West Palm Beach, Florida?

a. newspaper
b. card catalog
c. encyclopedia
d. atlas

READING STANDARD L-21 – ACTIVITY SHEET 2

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Using the Area Code Map (next page), answer the following questions on your own paper.*

1. In the front section of nearly every telephone book is a map like the one you see on the next page, showing area codes for each area. Find the area on the map where you live. What is your area code? ____________

2. As you may already know, it is possible to make a long-distance call without speaking to a telephone operator first. This is called direct dialing. Suppose you wish to make a long-distance call to a friend in Washington, D.C., and you wish to direct dial the call. His number at home is 555-2368. What is your friend's area code? ____________

3. To dial direct a long-distance call, you must first dial the number "1", then dial the area code, and third, dial the person's telephone number. In the correct order, write the numbers you would dial to call your friend in Washington, D.C.

   ___/___ ___ ___/___ ___ ___ ___ ___ ___ ___

4. What is the area code for Rockford, Illinois?

   a. 406
   b. 217
   c. 815
   d. 305

5. How many area code numbers are there in the state of Florida?

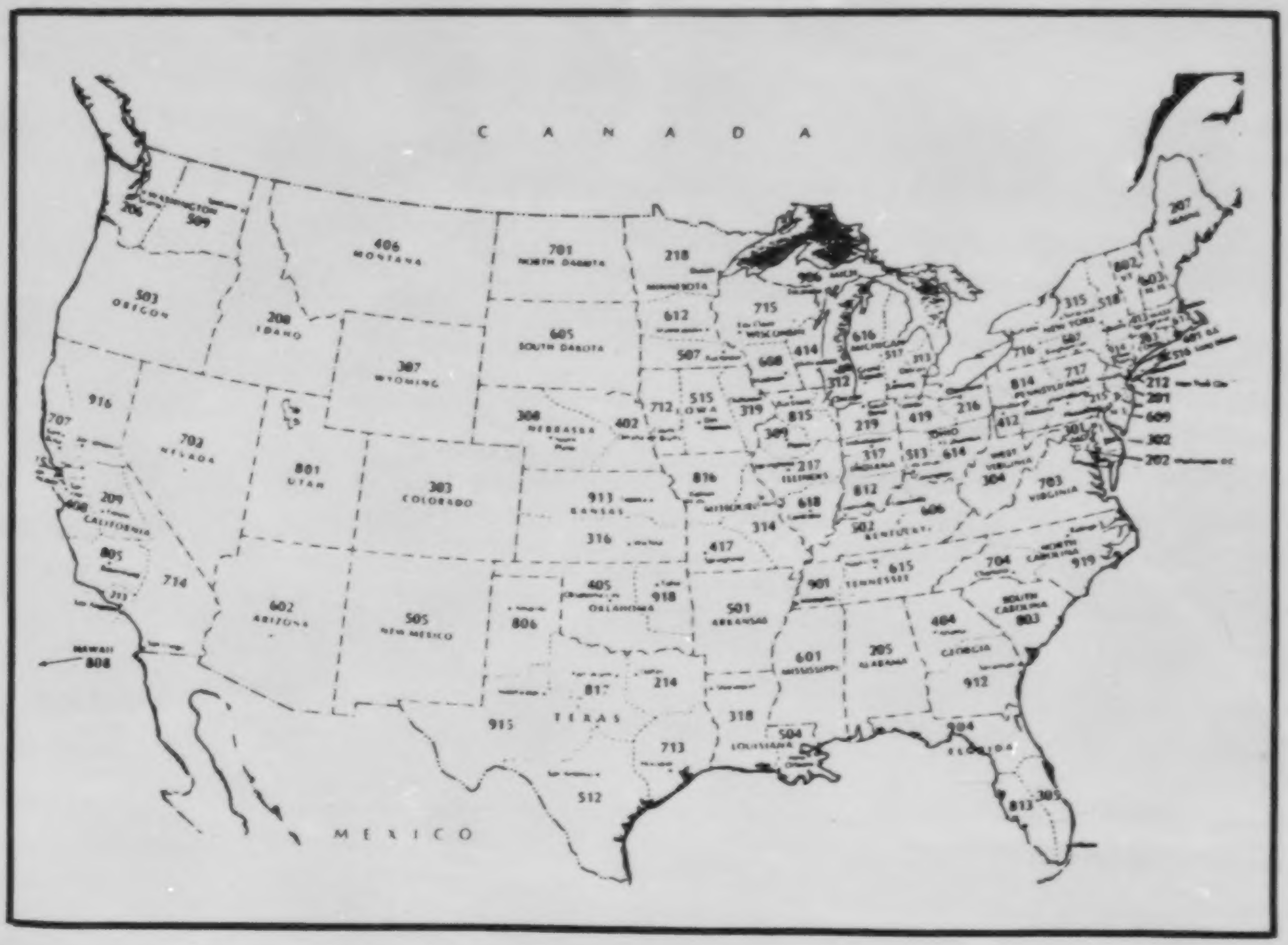
   a. 6
   b. 3
   c. 5
   d. 8

Continued on next page

READING STANDARD L-21 – ACTIVITY SHEET 2

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)


C A N A D A
206
WASHINGTON
509
406
MONTANA
701
NORTH DAKOTA
218
MINNESOTA
503
OREGON
208
IDAHO
605
SOUTH DAKOTA
612
507
715
WISCONSIN
906
616
MICHIGAN
517
313
307
WYOMING
608
414
312
916
707
702
NEVADA
308
NEBRASKA
402
712
515
IOWA
319
815
309
219
419
216
801
UTAH
303
COLORADO
913
KANSAS
316
816
MISSOURI
217
ILLINOIS
618
314
317
INDIANA
513
614
OHIO
812
502
KENTUCKY
606
304
WEST VIRGINIA
703
VIRGINIA
209
415
408
CALIFORNIA
805
213
714
602
ARIZONA
505
NEW MEXICO
806
405
OKLAHOMA
918
417
501
ARKANSAS
901
615
TENNESSEE
704
NORTH CAROLINA
919
SOUTH CAROLINA
803
404
GEORGIA
912
601
MISSISSIPPI
205
ALABAMA
HAWAII
808
817
214
915
TEXAS
713
512
318
504
LOUISIANA
904
FLORIDA
813
305
207
802
VT
603
NH
315
518
NEW YORK
607
716
914
814
717
PENNSYLVANIA
412
215
212
New York City
201
609
302
202
Washington DC
301
617
413
203
401
516
MEXICO

READING STANDARD L-21 – ACTIVITY SHEET 3

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *The telephone book can be divided into three areas: introductory pages; alphabetical pages; yellow pages. Write the answers to the following questions on your own paper, keeping this information in mind.*

1. How are the names of people and businesses listed in the telephone directory?

2. Using the sample telephone directory page attached, answer the following questions on your answer sheet.

   a. List the names and telephone numbers of five companies.

   b. List the names and telephone numbers of three corporations.

   c. List in alphabetical order five names of people, their addresses, and their phone numbers.

   d. Alphabetize the following names from the telephone directory: Ulrich, Walter; Varner, Gary; Urban, Ralph; Underhill, Tolbert; Underhill, Donald.

Continued on next page

READING STANDARD L-21 — ACTIVITY SHEET 3

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

128 Ulrich — Vaughn

Ulrich Walter J Jr 10 Main St	753 8662
Ulrich Walter S 32 South St	923 4554
Ulsh Richd L 3050 Maple Dr	456 1234
ULTRA PLASTICS CO	
661 Main Lanc	393 6878
Umbenhauer Richd A atty	
35 Green Rd	348 2234
Umberger Miriam Mrs 34 North Ave	922 3454
Umberger William F 10 Grove Rd	677 3463
Umble Chas L 99 Freedom Rd	123 1776
Umble Curtis D 76 Main St	944 7854
Umble Earl L 23 April Lane	785 6743
Umble Leon M 6754 Gerard Ave	899 5676
Umble Rhoda J 967 Tremont St	765 8999
Umiker William MD 198 Park Pl	786 5444
Umlauf Geo 785 Walnut St	977 3454
Umlauf Robert C Jr 79 Grand Ave	755 5300
Unangst Dennis 23 Riverside Dr	899 7654
Unclaimed Freight Co	
330 Centerville Rd	397 6241
Underhill Christopher S atty	
700 Park Dr	734 1234
Res 877 Fifth Street	922 5678
Underhill Donald L 3400 South Dr	876 4555
Underkoffler Clair E 67 Pilgrim Rd	567 4554
Underkoffler Tolbert 89 Pines Blvd	765 4432
Underkoffler Tolbert H Sr 566 Wilmont Pl	933 4757
UNITED AIR LINES	
Reservations & Information	
New York City NY	
No charge to calling party	800 223 5020
Air Freight Service	
PhilaInternationalAirport Phila	215 365 5500
United Assoc Grocs Inc fd distrs	
R1422 Robesonia	215 693 3161
United Buckingham Freight Lines Inc See	
Yellow Freight System Inc	
United Cerebral Palsy of Lanc Cnty Inc	
226 W Chestnt Lanc	397 1841
United Chinchillas Assoc Inc	
3400 ColmbiaAv Lanc	392 4301
UNITED STATES — (US) Listings arranged as	
if spelled in full	
U S Electric	393 2992
U S Fidelity & Guaranty Co claim div	
115 E King Lanc	393 1581
U S GOVERNMENT	
AGRIC DEPT OF	
Agric Resrch Serv	
Southeastern Field Resrch Lab	653 4728
Agric Stabilization & Consrvtn Cnty	
Comm 1383 ArcdiaRd Lanc	397 6235
Consumr & Mktg Serv	
Livestock Div	
Mkt News Brnch UnionStckyd	394 0681
Farmers Home Admin	
1383 ArcdiaRd Lanc	394 0681
Soil Consrvtn Serv	
1383 ArcadiaRd Lanc	394 0681
F T S Optr Prince&Chestnt	394 0681
FEDRL AVIATN ADMIN	
Airpt Trfc Contrl Tower LancAirpt	569 0001
F S S CapitlCityAirprt NCumb	772 0881
Lanc Vortac	569 9231
Syst Mntnce Sector #167	
Lanc Airpt	569 9231
Fedrl Telecommunications Syst Optr	
Prince&Chestnt	394 0681
HEALTH EDUCATION & WELFARE DEPT	
Soc Sec Admin 225 W King	393 5861
INTERNAL REVENUE SERV	
No charge to calling party	800 462 4000
LABOR DEPT OF	
OSHA Brnch Ofc	
3 CentrlPlaza Lanc	394 0681
Wage&Hour&Pub Contracts Divs	
Prince&Chestnt Lanc	394 0681
from 5 30PM to 7 30AM weekdays	
& from 12 30PM Saturday to	
7 30AM Mondays&on Holidays	394 0680
MARINE CORPS	
Sub Dist Recruit Sta	
41 S Duke Lanc	392 4141
41 S Duke Lanc	394 0681
NAVY DEPT OF THE	
Naval Resrv Traing Cntr ParksdAv	393 1113
Recruiting Brnch Sta	
44 S Duke Lanc	394 0681
44 S Duke Lanc	392 3151
SELECTIVE SERV SYST OF PENNA	
Local Board 45 84	
8 N Queen Lanc	394 0681
VETRNS ADMIN	
Cntr	
Benfts Ins Inf Asst	394 0596
UNITED TWINE & PAPER CO	
Ofc 554 N Mulbry	397 3555
Sales Room 554 N Mulbry	397 3555
United Way Campaign 630 JantAv Lanc	394 0731
United Way Of Lanc Cnty	
630 JantAv Lanc	394 0731
Univar Customer Serv NewHolland Lanc	392 5323
UNIVERSAL BUSINESS SERVICES	
50 E Fultn Lanc	397 2461
UNIVERSAL CARLOADING & DISTRIBG CO INC	
427 S StJohnsChurchRd CampHill	761 0902
Universal Cyclops Specilty Steel Div Cyclops	
Corp 355 LancAv Haverford	
Lancaster subscribers only	
Ask Operator for	Enterprise 20735
(No Charge on Enterprise Calls)	
UNIVERSAL TIRE CO	
2650 ColmbiaAv Lanc	397 5184
Retread Shop	
987 StonyBatteryRd Lanc	898 0114
Tire Mfg 987 StonyBatteryRd Lanc	898 0791
UNIVERSAL WORLD WIDE MOVERS	
427 S StJohnsChurchRd CampHill	761 0902
University Apts Inc 74 W Fredk Mlrvl	872 8851
Urban League Of Lanc Cnty Inc	
53 N Duke Lanc	394 1966
53 N Duke Lanc	394 5181
Urban R D 85 Ocean Ave	755 4324
Urban R F 766 Sixth St	922 6754
Urban R K 45 S Main St	876 9942
Urban Ralph M 877 Maple Ct	855 4562
Urban Rathton M 334 Park Pl	876 8833
Urban Reed B 89 Pines Blvd	755 4321
Urban Reed O 765 Post Rd	744 5632
Urban Richd I 90 Grove St	988 5673
Urban Robt G 5735 Sunrise Hwy	897 6546
Urban Walter Jr 550 Madison Ave	977 6542
Urban's Auto Body Shop	
900 S Main St	755 6300
Urey Harry Mrs 75 April Ct	876 1298
Urey Harry C 87 Main St	976 5421
Urey Hugh K Jr 90 Chestnut St	533 3256
Urey M A 59 Chrysler Ct	566 5412
Urey Paul H 7 Gramercy Pk	897 6543
Urich Arthur E 78 Boardwalk	977 6576
Urich Harry L 9 Green St	988 7632
Urich John L Jr 68 Sampson Ct	933 6754
Urio Michael L 76 Vernon Dr	985 7878
Urlass Harry 86 Pilgrim Rd	877 5676
Urnis Alexander J 3700 Sunrise Hwy	899 1754
Urologcl Assocs of Lanc Ltd	
980 S Main St	393 1771
Ursprung Chas W Mrs 900 Builders La	988 7654
Ursprung Grace Mrs 8 Jewett Pl	765 8978
Urupis Vincent J 81 Maple Ct	977 6578
Valias Paul I 100 South Dr	988 2653
Valias Tom 89 Spruce Ct	976 5646
Vaqquez Marino Manuel 35 Franklin Rd	733 3789
VALLEYBROOK APARTMENTS rent ofc	
3 ValleybrookDr Lanc	569 5394
VALLORBS JEWEL CO jewel bearg	
Bird In Hand	392 3978
Valmonte Leonardo M 15 Arthur Ct	877 6532
Valon Frank 99 Apple Terr	788 6555
Valuch John 95 Vernon Dr	966 7843
Valuch Walter 93 Franklin Rd	355 4678
VALUDES JOHN M carpntr	
1929 Sunrise Hwy	877 4563
Valudes Michael G 78 Bellmore Ct	897 6543
Valudes Michael J 9 Strathmore	544 3789
Valudes Spiros G 80 Conn Ave	933 7832
Valudes Vasso 7 Main St	753 8652
Vanaman Marvin C 560 Sunrise Hwy	922 7884
Vanaman Robert L 73 Ocean Ave	766 3435
Vanaman Thelma E Mrs 63 Grant St	655 3457
VanAsselt Robt L 29 Beach Dr	744 7832
VanAulen Chas 8743 Garden Ct	874 6753
VanAulen Danl 93 Maple Dr	765 4389
VanAulen Danl W 38 Penn Ave	988 4575
VanAulen Frank P 59 Green St	377 8989
VanOrmer Stephen D 150 Great St	677 8943
VanPelt Chas P 977 New Hope Dr	856 8343
VanPelt Harold W 75 Lexington	876 5443
VanPelt Wm I 877 Granite St	988 3474
VanRiper Lee 20 Robin La	566 7433
VanSCIVER J B CO	
Queens Plaza	755 9898
Van Splinter Peter 7835 Great St	678 9873
VanStone Jas F 74 April Ct	389 7464
Vant Zelfden Ann 94 Vernon Dr	977 7888
VanValkenburg F Rev 8 Main St	455 9887
VanWagener Steven 60 Boardwalk	976 7676
VanWart Montgomery 78 Chrysler Dr	899 4565
VanWicket William RFD #1	977 6565
VanWie R L 98 Knollwood Ct	854 6832
VanWyck P D 965 Greenwich St	988 7843
VanZandt David E 97 Tremont St	577 8949
VanZandt Gordon R 4 Juniper Ct	767 5818
Van Zell John I 98 Ponderosa Ct	933 7849
Vardaro's AMOCO Serv Sta	
2201 MrtaAv Rohrstwn	392 9704
2201 MrtaAv Lanc	392 5807
VARDEN STUDIO	
18 W Orng Lanc	393 2830
Vargas Jose 10 Cooper Pl	933 8579
Vargish F J Jr 65 Sunnyside Dr	833 4777
Vargo Chas P Jr RFD #3	988 7676
Vargo M R 69 Apple Ct	699 5838
VariTyper DIVISION OF ADDRESSOGRAPH MULTIGRAPH CORP 1017 N 7 Harrisburg	234 3116
Varner Gary E 945 Ocean Ct	967 7686
Varner H Guy 67 Gerard Ave	933 5666
Varner Roy Mrs 77 Neptune Ave	977 5648
Varney Paul I 8 Park Pl	944 7878
Varone Anna I 94 Great Rd	288 2588
Vasile Filippo R Miami Blvd	833 7676
Vasile Michl 700 Kentucky Pkwy	899 4339
Vasile Pietro 9 Country Club Rd	844 7838
Vasquez Victor 900 Grand Ave	855 7843
Vassallo Michael Rev 5161 Collins	877 1383
Vassar Beauty Salon 24 S Lime	392 2637
Vassilopoulos Louis P 8 Amity Dr	944 0317
Vassilopoulos Peter L 455 S Ocean Dr	962 0554
Vath Frederic H 77 Sunset Strip	388 5100
Vatter Eugene W 94 King's Ct	725 2337
Vatter John 5 Greenwich Ct	767 4949
Vatter M 9429 S Main St	777 8989
Vatter M I 5470 Sunrise Hwy	984 5152
Vatter Raymond E Jr 10 Chesterfield La	423 1949
Vatter Raymond G 73 Orange Ct	111 1941
Vaughan Jas D 14 City Centre	677 8989
Vaughan June M Mrs 84 Azalea Ct	977 7886
Vaughn Bert W 81 Baskin St	866 5443
Vaughn Chas A 9244 Pumpkin Plaza	934 7883
Vaughn David H 1800 Grecian Terr	932 4777
Vaughn Homer E 81 Juniper St	744 5766
Vaughn I Michael 1240 Grand Ave	633 3567

READING STANDARD L-21 – ACTIVITY SHEET 4

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *In the introductory pages of your telephone directory is a section called Emergency Numbers. In an emergency such as an accident, a fire, or a break-in, the telephone can bring help quickly. But to know how to get help, one must be able to follow directions. There are many different kinds of directions.*

Look at the emergency page attached. It is likeone you will find in your telephone book. On your own paper write the correct answers to each question (whom and the telephone number)

If you lived in Eden, whom would you call if?

1. **Your neighbor's house is on fire!** ____________________
2. **Your mother-in-law has fallen and broken her leg!** ____________________
3. **Your dog is kidnapped!** ____________________
4. **Your child has swallowed poison!** ____________________

If you lived in East Petersburg, whom would you call if?

5. **Your car has been stolen!** ____________________
6. **Your just saw a man sneaking into the Navy Yard.** ____________________
7. **You heard someone threatening to kill the President!** ____________________
8. **Your wife is about to have a baby.** ____________________
9. **Someone is setting fire to the house next door.** ____________________

If you lived in Bausman, whom would you call if?

10. **The baby is having a fit and you can't reach the doctor.** ____________________
11. **You smell smoke in the apartment.** ____________________
12. **You receive an obscene phone call.** ____________________

Continued on next page

READING STANDARD L-21 – ACTIVITY SHEET 4

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

emergency numbers

Write in the telephone numbers you will need in case of emergency. Obtain your "police" and "fire" numbers from the list on this page.

Police ______

Fire ______

Ambulance ______

Doctor office ______
home ______

Federal Bureau of Investigation FBI ______ Dial Operator

U. S. Secret Service Dial 1 + 215 + 627-6800 Philadelphia

▶or dial **"OPERATOR"** in any emergency and say for example "I want to report a fire" or "I want a policeman" or "I need an ambulance," etc. If you cannot stay at the telephone, tell the "OPERATOR" the exact location where help is needed.

Civil Defense In an EMERGENCY check your Radio for instructions. DO NOT USE THE TELEPHONE. Help keep VITAL communications lines open. Write in your local Civil Defense information below.

RADIO STATION ______

TELEPHONE ______

localities	fire	police	ambulance
BAUSMAN	299-5501	394-7211	299-0111
BIRD-IN-HAND	768-8276	299-4321	299-5501
CONESTOGA	299-5501	299-4321	392-2388
EAST HEMPFIELD	299-5501	299-4321	393-1119
EAST PETERSBURG	299-5501	299-4321	393-5122
EDEN	299-5501	299-4321	299-5341

READING STANDARD L-21 – ACTIVITY SHEET 5
IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Students are to go the Media Center to answer the following questions about the card catalog, the atlas, and the almanac. Have Media Specialist assist you.*

1. **What is a card catalog? How is it arranged?**
2. **How many cards for each book listed in the card catalog? Name the cards.**
3. **Find three books listed in the card catalog. Find them on the shelves. Write title, author, and call number of each book you found.**
4. **What is an atlas?**
5. **Does your media center have an atlas?**
6. **Write a list of five different maps listed in the atlas.**
7. **What is an almanac?**
8. **Where are they located in the Media Center?**
9. **Use an almanac to find the answers to: what is the longest river?; tallest mountain?; 16th President?**
10. **What are five items of information you could find in an almanac?**

READING STANDARD L-21 – ACTIVITY SHEET 6
IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Write the correct answers to the following questions on your own paper. Refer to the attached Directory Guide for answers.*

1. **Which of the following would you not find in this directory:**
   a. The Dental Lab's phone number
   b. Whether or not there are any doctors in this building
   c. Whether or not there is a place to eat here

2. **How is a directory listed?**
   a. by floors in numerical order
   b. by occupation in alphabetical order
   c. by last name in alphabetical order

3. **On which floor is the lobby located?**
   a. top floor
   b. sixth floor
   c. main floor

4. **Under what heading would you find Dr. Ho Ming Yan?**
   a. pediatrics
   b. anesthesiology
   c. family practice

5. **Name the doctor listed under Child Psychiatry?**

Continued on next page

READING STANDARD L-21 – ACTIVITY SHEET 6
IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

Anethesiology

Anesthesia Associates
810 W Saginaw IV9-9057

Physician Anesthesia Services PC
1322 E Mich. 484-4451

Cardiovascular Diseases (Heart)

Herrera Luis F
Internal Medicine-Cardiology
& Cardiac Catheterization
1400 E Michigan . . 485-4309
Nights Sunday & Holidays
call 485-4309

Jones Martin F
1322 E Michigan 487-4520

Gynecology (Women's Reproductive System)

Dawe C Douglas MD PC
405 W Greenlawn . . . 484-7739

Mannausa L R. MD PC
Gynecology & Infertility
By Appointment
1200 Mich - Corner of Cowley
E. Lans 351-4440
Residence E. Lans . . 351-9169
If no answer call . . . 485-2251

Ophthalmology (Eyes)

Calomeni Anthony D MD PC
1850 W Mt Hope. . . . 484-5241

Close James S
Diseases & Surgery Of The Eye
405 W Greenlawn . 372-7987

Pediatrics

Comstock Howard C MD PC
Office Hours By Appointment Only
2909 E Gd River
Medical Dental Bldg . 487-4480
Nights call 351-4800
If no answer call . . . 485-1721

Yan Ho Ming
Office Hours by Appointment Only
Associated With Dr. Howard Comstock
2909 E Gd River
Medical Dental Bldg . 487-4480
Nights call 351-4800
If no answer call . . . 485-1721

Pediatrics, Allergy

Ellison Alfred Jr MD PC
2909 E Gd River . . 489-1439
Nights call 351-7139

Jacob S Spagg
Hours By Appointment
201 Ann-Corner of Grove & Ann
E Lans. ED2-6848

Thaden Donald W
909 Abbott E Lans . . 332-8205

Psychiatry, Child

Ojeda Pedro A MD PC
405 W Greenlawn . . . 371-3550

READING STANDARD L-21 – ACTIVITY SHEET 7

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

REMEMBER: A **dictionary** gives you the meaning of entry words, their spelling, their pronunciation, and their meanings. The words in a dictionary are arranged in alphabetical order on each page between two guide words.

REMEMBER: An **encyclopedia** gives a longer and more complete explanation of a term or topic. The books that make up an encyclopedia are called **volumes**. The letter or letters on the volume tell you the first letter of each entry word or topic listed in that book. Each volume is also numbered.

Student Directions: *Using your knowledge of the dictionary and the encyclopedia, answer the following questions by writing the letter of the correct answers on your own paper.*

1. **Words in a dictionary are listed:**
   - a. according to number of syllables.
   - b. in alphabetical order.
   - c. by volume number.

2. **Would you find the word master before or after loom?**

3. **When you use an encyclopedia, you look up information:**
   - a. according to volume number.
   - b. according to the letters on the volume.

4. **The encyclopedia is arranged in:**
   - a. alphabetical order.
   - b. according to chapters.
   - c. according to the Index.

ACTIVITY ANSWER KEY

READING STANDARD L-21

ACTIVITY 1

1. d
2. b
3. c
4. a
5. d

ACTIVITY 2

1. 305
2. 202
3. 1-202-555-2368
4. c
5. b

ACTIVITY 3

1. Alphabetically

2. a. Answers will vary
   b. Answers will vary
   c. Answers will vary
   d. Ulrich, Walter
   Underhill, Donald
   Underhill, Tolbert
   Urban, Ralph
   Varner, Gary

ACTIVITY 4

1. fire: 299-5501
2. ambulance: 299-5341
3. police: 299-4321
4. Doctor:
5. police: 299-4321
6. operator: O
7. Secret Service: 1-215-627-6800
8. ambulance: 393-5122
9. police: 299-4321
   fire: 299-5501
10. ambulance: 299-0111
11. fire: 299-5501
12. police: 394-7211

Continued on next page

READING STANDARD L-21 (continued)

ACTIVITY 5

1. answers will vary
2. 3 cards; title, author, subject
3. answers will vary
4. book of maps
5. yes
6. answers will vary
7. book of facts; answers will vary
8. reference section
9. a. b. c.
10. answers will vary

ACTIVITY 6

1. c
2. b
3. c
4. a
5. Dr. Pedro Opeda

ACTIVITY 7

1. b
2. after
3. b
4. a

READING STANDARD L-21 – EVALUATION I

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *On your own paper write the letter of the correct answer.*

What is the best source for:

1. finding the results of last night's election?

a. encyclopedia
b. newspaper
c. dictionary
d. atlas

2. finding the area code for Tallahassee, Florida?

a. newspaper
b. telephone directory
c. atlas
d. encyclopedia

3. finding someone to fix your car?

a. yellow pages
b. dictionary
c. encyclopedia
d. atlas

4. finding a short biography of Susan B. Anthony?

a. atlas
b. dictionary
c. yellow pages
d. encyclopedia

5. finding the definition for mince?

a. atlas
b. encyclopedia
c. dictionary
d. card catalog

READING STANDARD L-21 – EVALUATION II

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

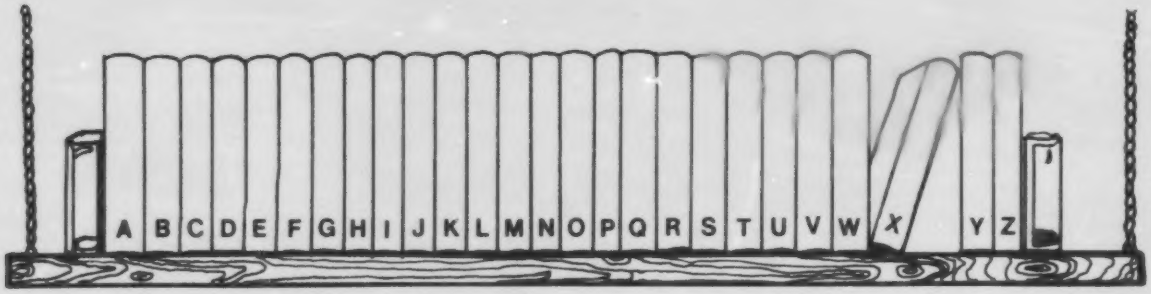
Student Directions: *Using your knowledge of the dictionary and the encyclopedia, answer the following questions on your own paper. Follow the directions given for each part of this evaluation.*

A. Look at the guide words below, and the List of Words at the left. In alphabetical order, write all the words that will fall between the two guide words. You should write the answers on your own paper. You may not have to use every line.

shelter **stupor**

1. **shutter**
2. **soften**
3. **shallow**
4. **sensitive**
5. **slender**
6. **slander**
7. **smug**
8. **superior**
9. **stiffen**
10. **stupid**

B. Write the number of the volume or volumes in which you would look to find the answer to each question. Write your answers on your own paper.



1. **What is the best way to prepare pink poppies?** ____________
2. **What article of clothing is a shamoo?** ____________
3. **When did Teng the Terrible rule?** ____________
4. **Who was the ping-pong champion for the year 1565?** ____________

Continued on next page

READING STANDARD L-21 – EVALUATION II

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

5. **What is the climate like in the Province of Lawntenia?** ____________________
6. **When did twigbatches roam the earth?** ____________________
7. **What peoples speak the Gleep language?** ____________________
8. **What can be done to ensure a supply of fruit flies?** ____________________
9. **What is the principal product of Volleyballia?** ____________________
10. **What is the elevation of Mount Jai Alai?** ____________________
11. **Where can the rare shuttlecock bird be found?** ____________________
12. **What is the author Racketel Sabatini's most famous novel?** ____________________
13. **When are ten-penny tow sleds used for transportation?** ____________________
14. **Where are ping-pong paddles manufactured?** ____________________
15. **What song did Bing Crosley make famous?** ____________________

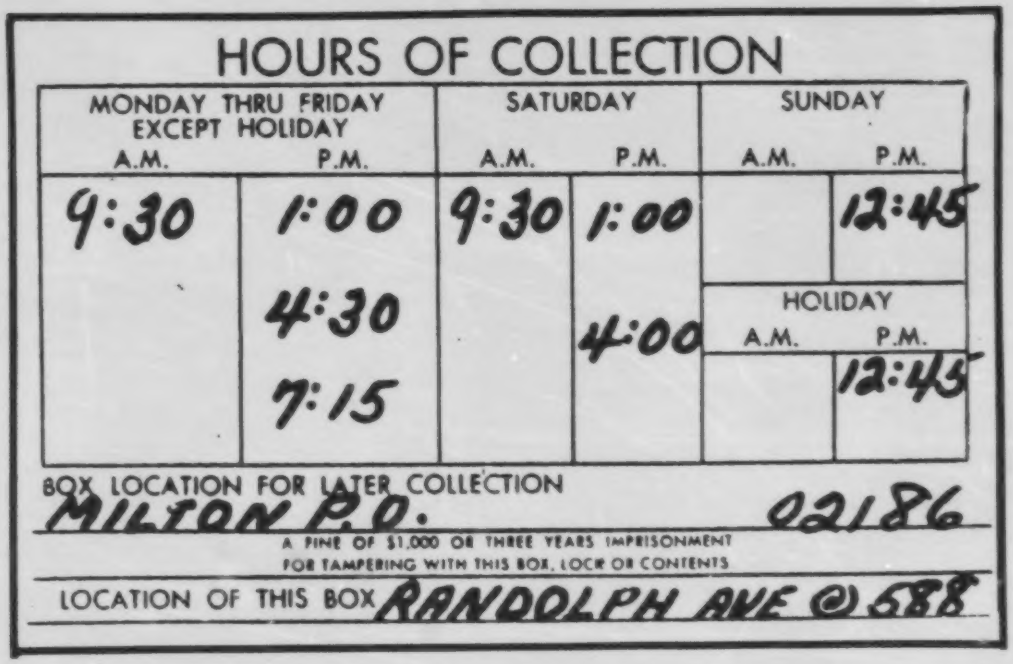
READING STANDARD L-21 – EVALUATION III

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Write the following statements on your own paper. Complete each statement by filling in the correct answer.*

When you drop a letter in a mailbox, do you know what time your letter will be picked up by a mailman? There is a chart on every mailbox that tells you this information. Below is what the chart looks like.

1. **If you are mailing a letter on Sunday at 3:30 P.M., it will be picked up on Monday at _______________ A.M.**
2. **If you mail a letter at this box on Thursday at 12:00 P.M., it will be collected on Thursday at _______________ P.M.**
3. **What time will your letter be collected if you drop it in the box on Friday evening at 8:00? _______________**
4. **Is the holiday pick-up time the same as Sunday pick-up time? _______________**
5. **What is the box location for later collection? _______________**



HOURS OF COLLECTION

MONDAY THRU FRIDAY EXCEPT HOLIDAY		SATURDAY		SUNDAY	
A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
9:30	1:00	9:30	1:00		12:45
	4:30		4:00	HOLIDAY	
				A.M.	P.M.
	7:15				12:45

BOX LOCATION FOR LATER COLLECTION MILTON P.O. 02186

A FINE OF $1,000 OR THREE YEARS IMPRISONMENT FOR TAMPERING WITH THIS BOX, LOCK OR CONTENTS

LOCATION OF THIS BOX RANDOLPH AVE @ 588

READING STANDARD L-21 – EVALUATION IV

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Use these pages from a calendar to answer the questions below. Write your answers on your Answer Sheet.*

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1. **What is the date of three weeks from March 3? ________________**

2. **What is the date of two weeks before April 6? ________________**

3. **What is the date of the first Sunday in March? ________________**

4. **What is the date of the last Saturday in April? ________________**

READING STANDARD L-21 – EVALUATION V

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

4. What are salesmen in the "outdoor advertising sales field?"

a. billboard salesmen
b. ambitious men
c. store clerks
d. door-to-door salesmen

SALESMEN – Openings for 3 ambitious men in the outdoor advertising sales field. Car and neat appearance a must. Ph. 351-4187 between 8-5.

5. Why does the radio station want a handwritten resume? (A resume is a personal fact sheet which tells a person's experience.)

a. because it will be easier to read
b. so that they can tell if a person's handwriting is readable
c. because it is more interesting
d. because it will be shorter

TRAFFIC DIRECTOR – Needed for local radio station. Must be neat, and love detail work. No experience necessary. Send hand written resume to Box 73, The State Journal.

6. The person who wrote the ad asking for a resident couple said that the wife should be unemployed. Why?

a. because they are over 40
b. so that she will be home and can show apartments during the day
c. because they don't think a wife should work
d. so that she won't have outside interests

RESIDENT COUPLE – over 40, wife unemployed. Apartment furnished. Ph. 627-6121.

READING STANDARD L-21 – EVALUATION V

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

In the following ads, the employers are looking for people with certain experience, who can meet certain requirements.

Student Directions: *On your answer sheet, write the letter of the answer which correctly completes the sentence.*

1. **The person who wrote the general office ad is looking for:**

   a. a typist
   b. lots of variety
   c. someone who telephones well
   d. a general office person

GENERAL OFFICE – Phone power, lots of variety. Quick raise, $563. Ph. Fran, 351-5740, Snelling & Snelling Personnel.

2. **What are model types?**

   a. people who learn quickly
   b. men and women who photograph well
   c. someone who types well
   d. people who photograph models

MODELING – Model types wanted to train for live fashion shows and photographic work. Call Noel, 393-8445.

3. **What is the painter supposed to paint?**

   a. houses
   b. furniture
   c. farm machines
   d. cars

PAINTER – Experience necessary. Please contact University Oldsmobile, Body Shop, Ph. 393-5700.

Continued on next page

READING STANDARD L-21 – EVALUATION VI

IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

Student Directions: *Read the following questions. Write the letter of the correct answer on your own paper.*

1. Which of the following is a list of words arranged in alphabetical order?

a. table of contents
b. dictionary
c. graph

2. The encyclopedia is arranged:

a. in alphabetical order according to topics.
b. numerical order according to chapters.
c. according to the index.

3. Between which pair of guide words listed below would the word "suffer" appear?

a. round ruler
b. soften sulfur
c. sultry tame

4. How is a directory arranged?

a. by floor number
b. by occupation
c. in alphabetical order

5. Which of the following information items would you find on a schedule?

a. time of arrival and departure
b. place of destination (where you are going)
c. the day you were born
d. both a. and b.

6. This ad is advertising:

a. a department store
b. a lady who washes clothes
c. a seamstress

CLOTHES – Made and altered for men, women and children. Ph. 482-5371.

Continued on next page

READING STANDARD L-21 – EVALUATION VI
IDENTIFY AN APPROPRIATE SOURCE TO OBTAIN INFORMATION ON GOODS, SERVICES, AND ON DAY-TO-DAY EVENTS

(Continued)

7. **How many cards are there for each book in the card catalog?**

   a. 1
   b. 4
   c. 2
   d. 3

8. **An atlas is a book of:**

   a. maps
   b. graphs
   c. streets
   d. words

9. **Under which heading would you look to find a haridresser?**

   a. grooming
   b. hair
   c. beauty salons

10. **Which of the following would not be found in the yellow pages?**

    a. number of laundries
    b. the address of the Laundromat
    c. J. R. Smith's phone number —— owner of the Laundromat

11. **Which of the following would not be found in an almanac?**

    a. rainfall statistics for 1979
    b. baseball's world record for 1979
    c. definition of a word
    d. name of longest river in the United States

12. **A telephone directory is divided into____________________________categories or sections?**

    a. 3
    b. 4
    c. 5
    d. 2

13. **In which of the following sources would you find a listing for the movies at community theaters?**

    a. T.V. guide
    b. newspaper
    c. magazine
    d. almanac

EVALUATION ANSWER KEY

READING STANDARD L-21

EVALUATION I

1. b
2. b
3. a
4. d
5. c

EVALUATION II

A.

shelter	stupor
1	2
6	9
5	10
7	

B.

1. 15
2. 17
3. 19
4. 15
5. 11
6. 19
7. 8
8. 7
9. 20
10. 10 or 12
11. 2 or 17
12. 17
13. 17
14. 15
15. 3

EVALUATION III

1. 9:30 a.m.
2. 1:00 p.m.
3. Saturday at 9:30 a.m.
4. yes
5. Milton P.O. 02186

EVALUATION IV

1. March 24
2. March 23
3. March 7
4. April 24

EVALUATION V

1. d
2. b
3. d
4. d
5. b
6. b

EVALUATION VI

1. b
2. a
3. b
4. c
5. d
6. c
7. d
8. a
9. c
10. c
11. c
12. a
13. b

READING STANDARD--M: The student will use appropriate reference skills.

M-22: Select an appropriate dictionary definition for a word used in a specific context.

READING STANDARD M-22 – PREPARATORY SHEET 1

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

TEACHER DIRECTED

EXPLANATION: This skill requires that students know how to use a dictionary, where to locate words and definitions quickly and most specifically requires that students be **aware** that **words** have **multiple meanings,** and that the **definition** of a word is **determined** by its **use** in the **sentence** or specific **context.**

In order to know how to use a dictionary and where to locate words in a dictionary, the students must be familiar with **alphabetical order** and the parts of the dictionary.

All words in a dictionary are arranged in alphabetical order (entry words). Often you must look at the second, third, fourth or sometimes at every letter in a word before you find the alphabetical placement of the word.

EXAMPLES:

	1	2	3	4
	Salami	judge	beech	groan
PLACE	sandwich	judging	beef	grouch
ON	sandwiches	jury	beet	ground
BOARD	snack	justice	beneath	group
	snore			

EXPLANATION: Have students think of a dictionary as being divided into three main parts. When students are looking for a word that begins with any letter a through g have them open the dictionary to the first part. For a word beginning with any letter from h through p turn to the middle of the dictionary, and if a word begins with a letter from q through z open the dictionary to the last part.

READING STANDARD M-22 – PREPARATORY SHEET 2

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

TEACHER DIRECTED

EXPLANATION: Every student needs to be given instruction and practice in finding dictionary definitions for words with more than one meaning. It is important to learn the definitions of words in a specific context. The use in a sentence of a word or a context clue will help a student learn this specific skill. Define: definition, multiple meanings, context clues.

Examples:

WORD	DEFINITIONS
1. **volume**	a. quantity, bulk, mass: amount
	b. loudness of sound
	c. delivery
	d. any of a matched set of books

PLACE ON BOARD

Sentences with context clues.

1. Find the fourth **volume** in the series.
2. The **volume** control on the radio was broken.
3. During Christmas, the **volume** of mail is great.
4. The **volume** of his speaking voice is limited.

2. **seal**	a. a sea mammal
	b. a design, initial on documents
	c. to close, shut, fasten, secure
	d. decorated or ornamented stamp placed on envelopes, packages.

Sentences with context clues.

1. That is the **seal** of the state of Illinois.
2. Easter **seals** are sold to raise money for charity.
3. The plumber **sealed** the leaky pipe.
4. Presidential information is always **sealed**.
5. The **seal** lives in the cold waters of the North Pole.

Discuss all examples given with students before beginning activities.

Remember:
- a. If you don't know a meaning of a word, look it up.
- b. Read all the definitions of the word.

Continued on next page

READING STANDARD M-22 – PREPARATORY SHEET 2

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(Continued)

Remember:
c. The context of the sentence will help you find the right meaning.
d. The same word can have different meanings depending on the way it is used in a sentence.

Have the students read the sentences aloud and tell what the underlined word means. Write the meanings on the board. Also, have students use dictionaries to verify the meanings they have suggested.

SENTENCES

PLACE A.
1. The TV actress will pose for the magazine.
2. The professor will pose a question for you.

B.
ON 1. Did you hear the telephone ring?
2. Jon gave Joni a new ring for her birthday.

C.
1. I checked out a book from the library.
BOARD
2. I would not book the hotel this early in the year.

D.
1. All mail carriers take a civil service test.
FOR 2. Students must always act in a civil and respectful manner.

E.
1. The teenager was sentenced to five years as a result of his conviction on armed robbery.
REVIEW 2. It is my strong conviction that children should be seen and heard.

READING STANDARD M-22 – PREPARATORY SHEET 3
SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

TEACHER DIRECTED

EXPLAIN: How to use guide words

In most dictionaries, there are two guide words at the top of each page. These guide words are in large, bold print. The left guide word is the same as the first word at the top of the page. The right guide word is the same as the last word at the bottom of the page. All other words on the page are arranged alphabetically between the guide words.

brazen / negotiate

bra zen (brā′zn), **1.** made of brass. **2.** like brass in color of strength. **3.** loud and harsh; *the brazen bellow of a horn.* **4.** shameless; impudent: *You should be ashamed of such brazen behavior.* **5.** make shameless or impudent. 1-4 *adj.,* 5 *v.* **—bra′ zen ly,** *adv.* **—bra′ · zen ness,** n.

con dense (ken dens′), **1.** make or become denser or more compact: *Milk is condensed by evaporating most of the water from it.* **2.** make stronger; concentrate: *Light is condensed by means of lenses.* **3.** change from a gas or vapor to a liquid. If steam comes in contact with cold surfaces, it condenses or is condensed into water. **4.** put into fewer words; express briefly: *He condensed the paragraph into one line. v.,* **con densed, con dens ing.**

key note (kē ′nōt′), **1.** note on which a scale or system of tones in music is based. **2.** main idea; guiding principle: *World peace was the keynote of his speech.* **3.** give the keynote speech of. 1,2 n., 3 *v.,* **key not ed, key noting.**

ne go ti ate (ni′gō′shē āt), **1.** talk over and arrange terms; parley; confer; consult: *The colonists negotiated for peace with the Indians.* **2.** arrange for: *They finally negotiated a peace treaty.* **3.** sell. **4.** *Informal.* get past or over: *The car negotiated the sharp curve by slowing down. v.,* **ne go ti at ed, ne goti at ing. – ne go′ti a′tor,** *n.*

EXPLAIN: **Remember:**

a. Words are arranged in alphabetical order.
b. The dictionary is divided into three parts.
c. Dictionary guide words show the alphabetical range of words on each page.

READING STANDARD M-22 – ACTIVITY SHEET 1
SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Number the words in each list below to place them in correct alphabetical order.*

Example:

__4__ heat

__5__ wisdom

__3__ curtain

__1__ bake

__2__ baking

a	b	c	d	e
____ shelter	____ wisdom	____ crank	____ headache	____ interior
____ scold	____ witch	____ crag	____ headline	____ interrupt
____ struck	____ wink	____ crack	____ headstrong	____ intern
____ song	____ willow	____ cradle	____ headfirst	____ interesting
____ swam	____ wire	____ cramp	____ headgear	____ interest

READING STANDARD M-22 – ACTIVITY SHEET 2

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Think of a dictionary as being divided into three main parts (a-g, h-p, q-z)* **first, middle,** *and* **last** *parts.*

Write each word on your own paper. After each word write **first, middle** *or* **last** *to show in which part of a dictionary you would look to find it.*

1. **throng** ____________________
2. **gravity** ____________________
3. **muscle** ____________________
4. **television** ____________________
5. **boycott** ____________________
6. **rescue** ____________________
7. **kitchen** ____________________
8. **quit** ____________________
9. **king** ____________________
10. **curry** ____________________

READING STANDARD M-22 – ACTIVITY SHEET 3

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Copy the following words on your own paper. Look each word up in a dictionary. Then write all the definitions for each word. Review these words and definitions orally.*

Example:

COURT

1. an uncovered space wholly or partly surrounded by buildings or walls;
2. a short street, often closed at one end;
3. an area for playing any of several ball games;
4. a motel; motorcourt;
5. the palace of a ruler and his counselors,as a governing body;
6. attention paid to someone in order to get something;
7. courtship; wooing;
8. a person or persons appointed to examine and decide law cases; judge or judges;
9. a place where trials are held;

1. baseball
2. admire
3. famous
4. schedule
5. president
6. winner
7. horrible
8. yawn
9. poison
10. ready

READING STANDARD M-22 – ACTIVITY SHEET 4

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Some words have more than one meaning. You must read a sentence carefully to decide which meaning best fits that sentence. Watch for context clues.*

Read the words and definitions below.

coach – n. 1. teacher; 2. bus, part of a train
concentrate – v. 1. to think hard; 2. to center or focus on
field – n. 1. open area of land; 2. subject for study
produce – v. to make, to bring out or grow; n. something grown or manufactured
record – n. 1. written or taped statement; 2. special information; adj. special, unusual, v. to write or to tape something
rule – n. regulation; v. to control a country
sound – n. 1. noise; adj. 2. solid, secure or safe
uniform – n. 1. special clothing worn by a group (soldiers, workers, etc.); adj. 2. same, equal

Read the sentences below. On your own paper write the word that best fits the meaning of the sentence. Use each word at least once. You will be able to use a word more than once.

1. The king will ____________________ over his country for many years.
2. The cans are of ____________________ weight and size.
3. She kept a ____________________ of rainfall on the chart.
4. He wants to a. ____________________ that strange b. ____________________ .
5. Tom thought history was an interesting ____________________ .
6. The policeman had a ____________________ reason for stopping people.
7. He will ____________________ the facts before he draws a conclusion.
8. The officer wore a red ____________________ with black buttons.
9. I cannot ____________________ with all the noise.
10. If each ____________________ is 75 feet long, how long is the train?
11. We will try to a. ____________________ the equipment in one b. ____________________ .
12. The ____________________ taught them the first b. ____________________ of the game.

READING STANDARD M-22 – ACTIVITY SHEET 5
SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *When you look up a word in a dictionary you often find more than one meaning listed. Then you must decide which meaning fits the sentence in which the words appear. Read each sentence below and notice how the underlined word is used. Find the definition of the underlined word that makes the best sense and write it on your paper after the appropriate sentence number. Watch for context clues.*

lance: 1. A weapon with a long shaft and a metal head. 2. To cut open with a small knife. 3. A soldier armed with a lance.
object: 1. Anything that exists or may be seen or touched. 2. A person or thing toward which some action or feeling is directed. 3. To be opposed to or against.
page: 1. An entire leaf or sheet of paper in a book, etc. 2. Someone who runs errands, carries messages, etc. 3. To try to locate someone by calling his name.
port: 1. A city or place where ships arrive and depart. 2. A sweet, usually red wine. 3. A small opening in the side of a ship.
racket: 1. A loud noise or commotion. 2. A dishonest method or scheme for getting money, goods, etc. 3. A light bat used in playing tennis, badminton, etc.
tender: 1. Easily chewed or cut, as meat. 2. To offer or to present in payment. 3. A boat used to carry passengers and supplies to and from a ship.

1. On one trip in the time machine Professor Scratch went to the ancient port of Carthage.
2. I am certainly glad I am not the object of Moog's anger.
3. Mr. Wentworth used to operate a tender in San Diego harbor.
4. Do you think the doctor will lance Lance's blister?
5. Little Darla will ask the desk clerk to page Mrs. Wentworth.
6. Little Darla is learning how to hold a racket so that she can play tennis with Lance.

READING STANDARD M-22 – ACTIVITY SHEET 6

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Many times you can define a word which has more than one meaning by using context clues by seeing how the word is used in the sentence and by finding other words in the sentence that are related.*

Read the following sentences and study the underlined word. Using context clues select from the list at the right the letter of the definition you think fits best. Write the letter on your own paper. An example has been done for you.

Example: Chocolate cake with whipped cream is a rich dessert.

a. deep in color
(b.) very sweet
c. very bitter

1. b

1. The big liner traveled at 12 knots, crossing the ocean in three days.

a. a bow made by tying a string
b. a measure of a ship's speed
c. a problem

2. The plant where my father works was located near our home.

a. a bush, tree, or vine
b. a green living thing
c. a factory

3. High on the mountaintop, we found it difficult to breathe because the air was so rare.

a. not cooked thoroughly
b. seldom found
c. thin

4. The mystery writer planned the plot of her new book carefully.

a. a small piece of land
b. a story
c. a map or chart

5. Our bus line provides service between our town and New York.

a. a transportation company
b. a telegraph wire
c. part of a football team

READING STANDARD M-22 – ACTIVITY SHEET 7

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Your objective in this activity is to learn to use context clues to understand new words. The context clues are synonyms pointed out by commas, dashes, parentheses. Read the following facts about the cigarette package label. Then answer questions 1-4 by putting your choice (A-B-C) in the correct blank on your answer sheet. On question 5 you must write the word or words you feel are the best synonyms.*

FACTS: October 1, 1970, the warning label on the cigarette packages was changed to read:

WARNING: THE SURGEON GENERAL HAS DETERMINED THAT CIGARETTE SMOKING IS DANGEROUS TO YOUR HEALTH.

Previously the label had read:

CAUTION: CIGARETTE SMOKING MAY BE HAZARDOUS TO YOUR HEALTH.

CLUE: When something changes, it is different. The new label is different from the previous label, the one used before October 1, 1970.

1. **The word previously means:**
   - a. today
   - b. before October 1, 1970
   - c. after October 1, 1970

2. **Another word tells you that previously means before October 1, 1970. That word is:**
   - a. warning
   - b. label
   - c. changed

Continued on next page

READING STANDARD M-22 – ACTIVITY SHEET 8
SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Use context clues to determine the meaning of the underlined words. Read each sentence and the three words or phrases below it. Choose the word or phrase that means about the same thing as the underlined word in the sentence. On your own paper write the letter of the correct answer by the appropriate number. When in doubt, use your dictionary for help.*

1. **The mellow tones of a violin filled the night air with sweet music.**
   a. thin and squeaky
   b. melancholy and sad
   c. soft and rich

2. **The numbered cards should be arranged in consecutive order.**
   a. following without interruption
   b. alphabetical
   c. skipping every other one

3. **Some rules in our club seem too strict, but others are too lenient.**
   a. juvenile
   b. severe
   c. mild

4. **The boys were lauded for saving the drowning man.**
   a. punished
   b. praised
   c. ignored

5. **Motorists drove carefully as a vapor from the swamp crept across the road.**
   a. bird
   b. odor
   c. fog

READING STANDARD M-22 – ACTIVITY SHEET 9

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Use context clues to determine the meaning of the underlined words. Read each sentence and the three words or phrases below it. Choose the word or phrase that means about the same thing as the underlined word in the sentence. On your own paper write the letter of the correct answer by the appropriate number. When in doubt, use your dictionary for help.*

1. **The only obstacle between me and the safety of the cabin was a big bear.**

   a. animal with fur
   b. connection
   c. obstruction

2. **Spring is a season of transition from the cold of winter to the heat of summer.**

   a. cleaning
   b. change
   c. showers

3. **Sheets can be torn from the tablet along the perforated lines.**

   a. marked by a row of holes
   b. printed along the edge
   c. coded by color

4. **It was fortunate that our car broke down near a service station.**

   a. lucky
   b. unlucky
   c. challenging

5. **Give me your interpretation of what happened this afternoon.**

   a. division
   b. explanation
   c. formula

READING STANDARD M-22 – ACTIVITY SHEET 10

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Did you ever stop to think how contrary our language seems at times? We can run fast, or we can stand fast if we choose; but a fast color does not run at all. When you hear or see the word pipe, what picture comes to mind? A part of the plumbling of your home? A small bowl filled with tobacco? Actually you cannot determine the meaning of the word until you know its context.*

Many common words in our language have multiple meanings. Look through the following words and meanings to familiarize yourself with the less common meanings of these frequently used words. Then complete each of the sentences with a word that best fits the context. It may be necessary to add word endings. The first one is done for you on this sheet. Place your answers on your own paper.

run	1. go faster than walking; 2. spread; 3. continue, last; 4. be a candidate for election; 5. a continuous spell; 6. a succession of demands; 7. a place where stitches have become undone; 8. sew with even stitches in a line.
party	1. a gathering for pleasure; 2. a group of people wanting the same kind of government; 3. one who takes part in; 4. each of the persons in a lawsuit; 5. an individual
right	1. good, just, lawful; 2. a just claim; 3. correct, true; 4. favorable; 5. put into proper position; 6. opposite of left
gross	1. with nothing taken out; whole, entire; 2. total amount; 3. earn a total profit; 4. a unit consisting of twelve dozen; 5. excessively fat
field	1. a piece of land used for crops or pasture; 2. land yielding some product; 3. a background area on which some emblem is pictured; 4. an area of interest; 5. the space through which a force operates
keep	1. have for a long time; 2. have and take care of; 3. hold back, prevent; 4. stay in good condition; 5. cause to continue in some stated place; 6. be faithful; 7. food and a place to sleep; 8. have habitually for sale

---

__1__ **1. The tenants in the project believed that a party might help to reduce tensions between groups.**

_____ **2. My sister will be happy to help you ______ up a pair of curtains for the teen center.**

_____ **3. Each carton contained four __________ of bottle caps that were just the right size.**

Continued on next page

READING STANDARD M-22 – ACTIVITY SHEET 10

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(Continued)

_____ **4. If Henry does not choose to study architecture, perhaps another __________ will be more suitable to his talents.**

_____ **5. When a man is __________ for dogcatcher, he should be particularly friendly toward the postman and newsboy.**

_____ **6. You can turn in a false alarm if you like, but I will not be a ______________ to such deception.**

_____ **7. Don't expect Jay to show up for rehearsal. He can never _______ an appointment.**

_____ **8. The tag on the new pair of jeans recommended that they be washed in cold water so that the color would not ____________.**

_____ **9. Once the landowner had sold the property, he had no __________ to remove the woodshed.**

_____ **10. A pie filling made with eggs will __________________ unless it is refrigerated.**

ACTIVITY ANSWER KEY

READING STANDARD M-22

ACTIVITY 1

a	b	c	d	e
2	4	5	1	3
1	5	3	4	5
4	2	1	5	4
3	1	2	2	2
5	3	4	3	1

ACTIVITY 2

1. last
2. first
3. middle
4. last
5. first
6. last
7. middle
8. last
9. middle
10. first

ACTIVITY 3

(Answers will vary depending upon the dictionaries used by the students.

ACTIVITY 4

1. rule
2. uniform
3. record
4. a. record
   b. sound
5. field
6. sound
7. record
8. uniform
9. concentrate
10. coach
11. a. produce
    b. field
12. a. coach
    b. rule

(Answers may vary on certain sentences. Check each one carefully.)

ACTIVITY 5

1. A city or place where ships arrive and depart.
2. A person or thing toward which some action or feeling is directed.
3. A boat used to carry passengers and supplies to and from a ship.
4. To cut open with a small knife.
5. To try to locate someone by calling his/her name.
6. A light bat used in playing tennis, badminton etc.

ACTIVITY ANSWER KEY

READING STANDARD M-22 (continued)

ACTIVITY 5

1. port - 1
2. object - 2
3. tender - 3
4. lance - 2
5. page - 3
6. racket - 3

ACTIVITY 6

1. b
2. c
3. c
4. b
5. a

ACTIVITY 7

1. b
2. c
3.
4.

ACTIVITY 8

1. c
2. a
3. c
4. b
5. c

ACTIVITY 9

1. c
2. b
3. b
4. a
5. b

ACTIVITY 10

1. party
2. run
3. gross
4. field
5. running
6. party
7. keep
8. run
9. right
10. keep

READING STANDARD M-22 – EVALUATION I

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Read each word and the four given definitions. Write the letter of the correct definition on your own paper.*

1. **alphabetical order**

   a. timed order
   b. multiple letters
   c. from a to z
   d. letters of the alphabet

2. **guide words**

   a. words in alphabetical order
   b. entry words
   c. words at bottom of dictionary
   d. words at top of dictionary

3. **definition**

   a. illustration
   b. reference
   c. syllable
   d. meaning of a word

4. **dictionary**

   a. encyclopedia
   b. reference book
   c. book of definitions
   d. book of numbers

5. **context clues**

   a. clues to the meaning of a word
   b. clues to the spelling of a word
   c. clues used by a detective
   d. clues to a mystery

READING STANDARD M-22 – EVALUATION II

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Read each sentence given below. All possible meanings for the underlined word in the sentence are given in the dictionary entries below. Choose the meaning of the word as it is used in the sentence. Write on your own paper the number of the meaning beside the appropriate sentence number.*

Example 1.

1. **bra zen** (br ′zn), 1. made of brass. 2. like brass in color or strength. 3. loud and harsh; *the brazen bellow of a horn.* 4. shameless; impudent: *You should be ashamed of such brazen behavior.* 5. make shameless or impudent. 1-4 *adj.*, 5 *v.* **–bra′ zen ly,** *adv.* **–bra′ - zen ness,** n.

2. **con dense** (ken dens′), 1. make or become denser or more compact: *Milk is condensed by evaporating most of the water from it.* 2. make stronger; concentrate: *Light is condensed by means of lenses.* 3. change from a gas or vapor to a liquid. If steam comes in contact with cold surfaces, it condenses or is condensed into water. 4. put into fewer words; express briefly: *He condensed the paragraph into one line.* *v.*, **con densed, con dens ing.**

3. **con tem plate** (kon′ tem plāt), 1. look at for a long time; gaze at. 2. think about for a long time; study carefully: *I will contemplate your proposal.* 3. meditate: *All day he did nothing but contemplate.* 4. have in mind; intend: *She contemplated going to Europe after graduation. She is contemplating a change of work.* *v.*, **con tem- plat ed, con tem plat ing.**

4. **dis tin guish** (dis ting′ gwish), 1. tell apart; see or show the difference in: *Can you distinguish cotton cloth from linen?* 2. see or show the difference. 3. see or hear clearly; make out plainly: *It is much too dark for me to distinguish anything.* 4. make different; be a special quality or feature of: *Ability to talk distinguishes human beings from animals.* 5. make famous or well-known; *He distinguishes himself by winning three prizes.* 6. separate into different groups. *v.*

5. **fic ti tious** (fik tish′es), 1. not real; imaginary; made up: *Characters in novels are usually fictitious.* 2. assumed in order to deceive; false: *The criminal used a fictitious name.* *adj.* **–fic ti′ tious ly,** *adv.* **–fic ti′ tious ness,** *n.*

6. **har vest** (har′vist), 1. a reaping and gathering in of grain and other food crops, usually in the late summer or early autumn. 2. time or season when grain, fruit, etc., are gathered in. 3. gather in and bring home for use; *harvest wheat.* 4. one season's yield of any natural product; crop: *The oyster harvest was small this year.* 5. result; consequences: *He is reaping the harvest of his mistakes.* 1,2,4,5 *n.*, 3 *v.*

7. **key note** (kē′nōt′), 1. note on which a scale or system of tones in music is based. 2. main idea; guiding principle: *World peace was the keynote of his speech.* 3. give the keynote speech of. 1,2 n., 3 *v.*, **key not ed, key noting.**

8. **ne go ti ate** (ni′gō′shē āt), 1. talk over and arrange terms; parley; confer; consult: *The colonists negotiated for peace with the Indians.* 2. arrange for: *They finally negotiated a peace treaty.* 3. sell. 4. *Informal.* get past or over: *The car negotiated the sharp curve by slowing down.* *v.*, **ne go ti at ed, ne go- ti at ing. – ne go′ti a′tor,** *n.*

9. **pet ty** (pet′ e), 1. having little importance or value; small: *She insisted on telling me all her petty troubles.* 2. mean; narrow-minded. 3. lower; subordinate. *adj.*, **pet ti er, pet ti est.**

10. **show er** (shou′ er), 1. a short fall of rain. 2. rain for a short time. 3. wet with a shower; spray; sprinkle. 4. anything like a fall of rain: *a shower of hail, a shower of tears, a shower of sparks from an engine.* 5. come in a shower. 6. send in a shower; pour down: *They showered gifts upon her.* 7. party for giving presents to a woman about to be married, etc. 8. shower bath. 1,4,7,8 *n.*, 2.3.5.6 *v.*

11. **sus pend** (ses pend′), 1. hang down by attaching to something above: *The lamp was suspended from the ceiling.* 2. hold in place as if by hanging: *We saw the smoke suspended in the still air.* 3. stop for a while: *suspend work.* 4. stop payment; be unable to pay one's debts. 5. remove or exclude for a while from some privilege or job: *He was suspended from school for a week for bad conduct.* 6. keep undecided; put off: *The court suspended judgment till next Monday.* *v.*

12. **tick et** (tik′ it), 1. card or piece of paper that gives its holder a right or privilege: *a theater ticket.* 2. *Informal.* summons given to an offender to appear in court, usually with reference to traffic violations: *a ticket for speeding.* 3. card or piece of paper attached to something to show its price, etc. 4. put a ticket on; mark with a ticket: *All articles in the store are ticketed with the price.* 5. *U.S.* the list of candidates to be voted on that belong to one political party. 1-3,5 *n.*, 4 *v.*

Continued on next page

READING STANDARD M-22 – EVALUATION II

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(Continued)

_____ 1. We ignored her petty comments.

_____ 2. He brazenly denied the crime.

_____ 3. We'll negotiate for new players.

_____ 4. The bride and groom ran through a shower of rice.

_____ 5. The Pilgrims were thankful for their first harvest.

_____ 6. I would contemplate each pitch as if it were a third strike.

_____ 7. Mr. Wilson keynoted the program.

_____ 8. Tom decided to condense his speech.

_____ 9. I have two tickets for the game.

_____ 10. All work was suspended until more materials arrived.

_____ 11. It was hard to distinguish our house at night.

_____ 12. The detective used a fictitious identity while gathering evidence.

READING STANDARD M-22 – EVALUATION III

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *On your own paper write the number of the correct meaning of quarter by the appropriate sentence number.*

quarter \kwort-r\ *n.* **1.** A fourth part of anything. **2.** Twenty-five cents, one fourth of a dollar. **3.** A silver coin of this value. **4.** One leg of a four-footed animal with the parts near it. **5.** Place; region; district; as, all *quarters* of the globe. **6.** [in the plural] A place in which to live; temporary residence; as, the winter *quarters* of the army. **7.** Mercy; as, to show no *quarter* to the enemy.

1. **There are people in London from all quarters of the world.**
2. **We each ate a quarter of the pie.**
3. **Our living quarters this winter are crowded.**
4. **Henry has shown no quarter for me: I shall show none for him.**
5. **Uncle Jack bought the frontquarter of a steer to put in our freezer.**

READING STANDARD M-22 – EVALUATION IV
SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Read each sentence carefully and select the letter of the correct definition for each underlined word. Write your answers on your own paper.*

1. **Carmen walked onto the auditorium stage to receive her award.**
   - a. arena
   - b. landing
   - c. platform
   - d. theatre

2. **Is Lennie running for class president?**
   - a. entering an election
   - b. going quickly
   - c. passing or sliding freely along
   - d. roaming about

3. **The eyewitness gave an account of the plane crash.**
   - a. fantasy
   - b. list of numbers
   - c. description
   - d. record of purchase

4. **Please save your coupons for a refund.**
   - a. avoid unnecessary waste
   - b. put aside for a purpose
   - c. gather into a bank account
   - d. rescue from danger

5. **The conduct of the class was satisfactory.**
   - a. behavior
   - b. exercise
   - c. motion toward
   - d. to lead

READING STANDARD M-22 – EVALUATION V

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Many words can be used as more than one part of speech. The way a word is used in a particular sentence determines what part of speech the word is in that sentence. For example, notice that the last line of the definition for the entry word **before** tells that it can be used as a preposition, an adverb, or a conjunction.

be fore (bi fŏr′), 1. in front of; in advance of; ahead of: *Walk before me.* 2. earlier than: *Come before five o'clock.* 3. rather than; sooner than: *I will die before giving in (prep). I will die before I give in (conj.).* 4. in the presence of or sight of: *stand before the king.* 5. in front; in advance; ahead: *He went before to see if the road was safe.* 6. earlier: *Come at five o'clock, not before.* 7. until now; in the past: *I didn't know that before.* 8. previously to the time when: *Before she goes, I would like to talk to her.* 1-4 *prep.*, 5-7 *adv.*, 3,8 *conj.*

cool (kül), 1. somewhat cold; more cold than hot: *a cool day.* 2. allowing or giving a cool feeling: *cool clothes.* 3. not excited; calm. 4. having little enthusiasm or interest; not cordial: *a cool greeting.* 5. something cool; cool part, place, or time: *the cool of the evening.* 6. become cool. 7. make cool. 8. bold; impudent. 9. *Informal.* without exaggeration or qualification: *a cool million dollars.* 10. blue, green, or gray. 1-4, 8-10 *adj.*, 5 *n.*, 6,7 *v.* **—cool′ly**, *adv.* **—cool′ness**, *n.*

fun da men tal (fun′de ˈmen′tl), 1. of the foundation or basis; forming a foundation or basis; essential. 2. principle, rule, law, etc., that forms a foundation or basis; essential part. 3. having to do with the lowest note of a chord in music. 4. the lowest note of a chord in music. 1,3 *adj.*, 2,4 *n.* **—fun′da men′tal ly**, *adv.*

mound (mound), 1. bank or heap of earth or stones. 2. enclose with a mound. 3. heap up. 4. a small hill. 5. the slightly elevated ground from which a baseball pitcher pitches. 1,4,5 *n.*, 2,3 *v.*

oh or **Oh** (ō), 1. word used before names in addressing persons: *Oh Mary, look!* 2. expression of surprise, joy, grief, pain, and other feelings: *Oh, dear me! interj.*

theirs (THăr z), 1. of them; belonging to them: *Those books are theirs, not mine.* 2. the one or ones belonging to them: *Our house is white; theirs is brown. pron.*

Student Directions: *Use the dictionary entries given above to determine the meaning of the underlined word in each sentence. On your own paper copy the sentences and write the number of the definition after each sentence.*

Number of Definition

1. You may pick up the package any time Saturday before two o'clock. ________
2. Our apartment is exactly like theirs. ________
3. "Oh, what a nice surprise!" Pam cried. ________
4. The manager left the dugout and slowly approached the pitcher's mound. ________
5. Debbie set the bowl of gelatin on the counter to cool. ________
6. Let's try to learn the fundamentals first. ________

READING STANDARD M-22 – EVALUATION VI

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

Student Directions: *Read each of the following sentences. Then check the list of definitions following. Choose the meaning that fits each sentence. Write the letter and number of your choice on your own paper after the appropriate sentence number.*

1. The camel quenched its thirst at the spring.
2. The Little League baseball team will choose fledglings in May.
3. The grizzly bear can be a vicious animal.
4. The Western pioneers withstood many hardships in crossing the country.
5. The second time she sewed the skirt, Josie made the seams straight.
6. Walter's arm felt leaden after swinging the bat all morning.
7. The new left-fielder found a berth on the team.
8. He hoped to pioneer a better way of using scrap metal.
9. The fledgling left the nest for the first time.
10. His leaden spirits matched the gloomy day.
11. The fire spread rapidly before the water hoses could quench it.
12. The window came down with a vicious bang.
13. Tom's berth felt almost like his bed, except for the swaying of the train.
14. The skies were leaden and rain was expected.
15. A seam of coal lay deep under the earth.

Continued on next page

READING STANDARD M-22 – EVALUATION VI

SELECT AN APPROPRIATE DICTIONARY DEFINITION FOR A WORD USED IN A SPECIFIC CONTEXT

(Continued)

A.	**berth**	1. A space for sleeping in a ship, train, or airplane. 2. A place in which a ship may anchor or dock. 3. To put into or provide with a berth. 4. A job or position: He found a *berth* as a TV announcer.
B.	**fledgling**	1. A young bird just learning to fly. 2. A young, inexperienced person; beginner.
C.	**leaden**	1. Dull and gray. 2. Made of lead. 3. Heavy or feeling heavy: *leaden* legs. 4. Dark and gloomy.
D.	**pioneer**	1. One of the first explorers, settlers, or colonist of a new country or region. 2. Someone who leads the way, as in developing a new field, etc. 3. To be a pioneer of: to *pioneer* a new technique of surgery.
E.	**quench**	1. To put out (a fire) by throwing water on it. 2. To satisfy with water, as thirst. 3. To cool, as a metal, by thrusting into water.
F.	**seam**	1. A line along which parts have been joined, especially the edges of two pieces of cloth sewn together. 2. To join by means of a seam. 3. A mark resembling a seam, as a scar or wrinkle. 4. A layer of rock or mineral.
G.	**vicious**	1. Mean or spiteful: *vicious* lies. 2. Violent or fierce: a *vicious* blow. 3. Having many vices; wicked. 4. Dangerous or likely to attack, as an animal.

EVALUATION ANSWER KEY

READING STANDARD M-22

EVALUATION I

1. c
2. d
3. d
4. c
5. a

EVALUATION II

1. 2
2.
3. 3
4. 4
5. 4
6. 2
7. 3
8. 4
9. 1
10. 3
11. 3
12. 2

EVALUATION III

1. 5
2. 1
3. 6
4. 7
5. 4

EVALUATION IV

1. c
2. a
3. c
4. b
5. a

EVALUATION V

1. 2
2. 2
3. 2
4. 5
5. 7
6. 2

EVALUATION VI

1. 2
2. 2
3. 4
4. 1
5. 1
6. 3
7. 4
8. 2
9. 1
10. 4
11. 1
12. 2
13. 1
14. 4
15. 4

M-23: Use a table of contents to identify the chapter most likely to contain information on a specified subject.

READING STANDARD M-23 — PREPARATORY SHEET 1

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

TEACHER DIRECTED

EXPLANATION: The definition of a table of contents is important to know. A table of contents is a listing of the titles of chapters and the pages on which they begin. It is usually found in the front of a book.

It is important to know how to correctly use a table of contents. A student uses the table of contents in order to be able to accurately locate information inside of a book. If a student checks the titles of chapters and then checks the page number(s), he/she will be able to quickly find written materials.

Once the chapter is located, students should skim the chapter to see whether or not it contains the needed material. If the needed material is there, the next step is to read the material to locate the information needed.

Example:

Table of Contents

CHAPTER ONE: WORD STUDY 6
CHAPTER TWO: COMPREHENSION................. 59
CHAPTER THREE: STUDY SKILLS 130
CHAPTER FOUR: PROGRESS CHART 188
CHAPTER FIVE: BOOKS YOU MAY LIKE 199

REMEMBER: A table of contents:

1. is a guide to information in a book, magazine, etc.
2. is a listing of chapter and sub-chapter titles.
3. is a listing of the pages of each chapter.
4. is at the front of a book, a magazine, etc.
5. may be used with an index to locate information.

READING STANDARD M-23 – PREPARATORY SHEET 2

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

TEACHER DIRECTED

EXPLANATION: Do the following exercise orally with the class.

1. Use a class textbook and have the students open these books to the table of contents. Question them about which chapter would contain specific information. Have them **find** the correct **chapter, skim** the chapter for information and **relate** to the **class** the answer and the exact **page** in the chapter in which they found the information. You may wish to use more than one textbook, a paper back, class magazine, etc.

Remember:

Which Chapter? Which Page?...

How do you look for a certain story in a book? How do you find an article in a magazine? Do you turn over the pages until you come to it? Or do you look in the table of contents in the front of the book or magazine?

A table of contents is a list of story titles or chapters in a book. It lists the page on which each story begins. This makes it easy to find any story. In textbooks, the information is often listed under chapter titles with their page numbers. This exercise will give you practice in using a table of contents.

- Look at this Table of Contents from a textbook on family living. The *preface* at the beginning of a book tells something about the book and why it has been written. The *chapters* in a book are the divisions of a book. Use the Table of Contents to answer any activity questions.

READING STANDARD M-23 – ACTIVITY SHEET 1
USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: Group activity

Have students work in pairs or groups of three. They are to quiz each other on the following items, using text books from their various classes.

1. **Where is the table of contents?**
2. **What is its purpose?**
3. **What does it contain?**
4. **What are the advantages in using a table of contents?**
5. **Which chapter would contain specific information on a specific subject?**

READING STANDARD M-23 – ACTIVITY SHEET 2

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Most magazines contain a list of articles and features appearing in them at the beginning of the issue. By scanning the contents page(s), you can locate articles that may have special interest for you. Read the contents pages below. Then on your own paper, answer the questions following.*

TEENS ON PARADE
January, 1979

Bonus Feature: "Bridging the Generations"

Interview: Top three recording stars
in rock music today
by Lowden Kleer, 23

Articles: "Careers of the Future" by Robert Stone, 46
"Is Pizza Still Popular" by Karen Hunt, 72

GENERAL FEATURES

Beauty and Health: "The Right Way to Jog", 17

Fads: "Decorating with Travel Posters," 39

Fashions: "Jumpers for School and Dress," 52

Sports: "The Season for Football Heroes," 65

DEPARTMENTS

Letters to the Editor, 15
Movie Reviews, 57
TV – Radio Program Reviews, 58
Record Reviews, 59
Horoscope for January, 61

SCOPE
The Magazine that Reports News and Business

January 5, 1979

Feature: 17, "Computers Talk Back" . . . . I.B. McCall

Articles: 28, "Inside the Ironworks" . . . . Roger Steele
45, "How They Struck Oil" . . . . Jim Derrick
51, "Whats New in Railroads . . . . K.C. Jones
Departments:
Departments: 10 Editorial
132 Letters to the Editor
23 Foreign NEWSCOPE
20 U.S. NEWSCOPE
51 Market NEWSCOPE

Continued on next page

READING STANDARD M-23 – ACTIVITY SHEET 2

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

(Continued)

YOUR VACATION MAGAZINE

WINTER ISSUE
1970-1980

Domestic Travel:
"Mountain Trails in Colorado" 13 Ernest Walker
"Give Surfing a Try" 29 Dave Mills
"A View from the Bottom of Grand Canyon" 36 Cliff Brown
"Touring the West by Trailer" 43 Betsy Small

Foreign Travel:
"London's Prettiest Gardens" 31 Rosette Pettles
"Cruising the Caribbean" 55 Sonny Wether
"Tips for a Safari in Kenya" 62 Dennis Roth

Departments:
Photography: "Pictures That Count" 56 Phil Baker
Editors Page 18
Reader's Letters 19
Car: "Prolong the life of Your Car" 27 John Cole

QUESTIONS

1. If you are interested in surfing, which magazine might you look at first? ____________

   Which article would you read? ____________

2. Which magazine features a story about rock music's top stars? ____________

3. In which magazine would you find the latest news about trains? ____________

4. Which magazine does not have headings that use the word feature? ____________

5. Which magazine would you read if you wanted to know the latest fashion? ____________

   Which article would you read? ____________

6. Who wrote the article "Inside the Ironworks?" ____________

7. What is the name of the article by Phil Baker? ____________

   Under what department is it listed? ____________

8. Which heading is the same in all three magazines? ____________

READING STANDARD M-23 – ACTIVITY SHEET 3

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Suppose you have been given an assignment to find out about astronomy during the classic period of the Mayan Civilization. First you might use the index, then you would skim the table of contents about astronomy during that period in history. Next you would skim the chapter to see if it contains the needed material. Then you would read the material to locate the information you need.*

Use the seven chapter headings in the table of contents listed below. Write the number of the correct answer that best completes each sentence. Use your own paper.

TABLE OF CONTENTS

CHAPTER		PAGE
1.	Beginning of Classic Period of Mayan Civilization	9
2.	Agriculture	45
3.	Arithmetic and Time	62
4.	Astronomy and Hieroglyphics	96
5.	Architecture and Art	121
6.	End of Classic Period of Mayan Civilization	154
7.	Discovery of Mayan Ruins	173
	INDEX	206

1. **Chapters 1 through 4 are about the:**

   a. finding of Mayan ruins
   b. classic period of Mayan civilization
   c. Mayan agricultural civilization

2. **Information about astronomy during the classic period of the Mayas might be found on pages _________________.**

   a. 96 and 110
   b. 121 and 142
   c. 46 and 47

3. **The title of the chapter that begins on page 62 is ______________________________.**

   a. "Architecture and Art"
   b. "Astronomy and Hieroglyphics"
   c. "Arithmetic and Time"

4. **To find out how the classic period of the Mayan civilization began and ended, you would read chapters ____________________.**

   a. 1 and 5
   b. 1 and 6
   c. 3 and 4

READING STANDARD M-23

ACTIVITY 1

(Answers will vary.)

ACTIVITY 2

1. a. Your Vacation Magazine
   b. "Give Surfing a Try"
2. Teens On Parade
3. a. Scope
   b. 51
4. Your Vacation Magazine
5. Teens On Parade
6. Roger Steele
7. a. Pictures that Count
   b. Photography
8. Departments

ACTIVITY 3

1. c
2. a
3. c
4. b

READING STANDARD M-23 – EVALUATION I

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Answer the following questions. Use your own paper.*

1. **What is a table of contents?**

2. **Where is the table of contents located?**

3. **What is an index?**

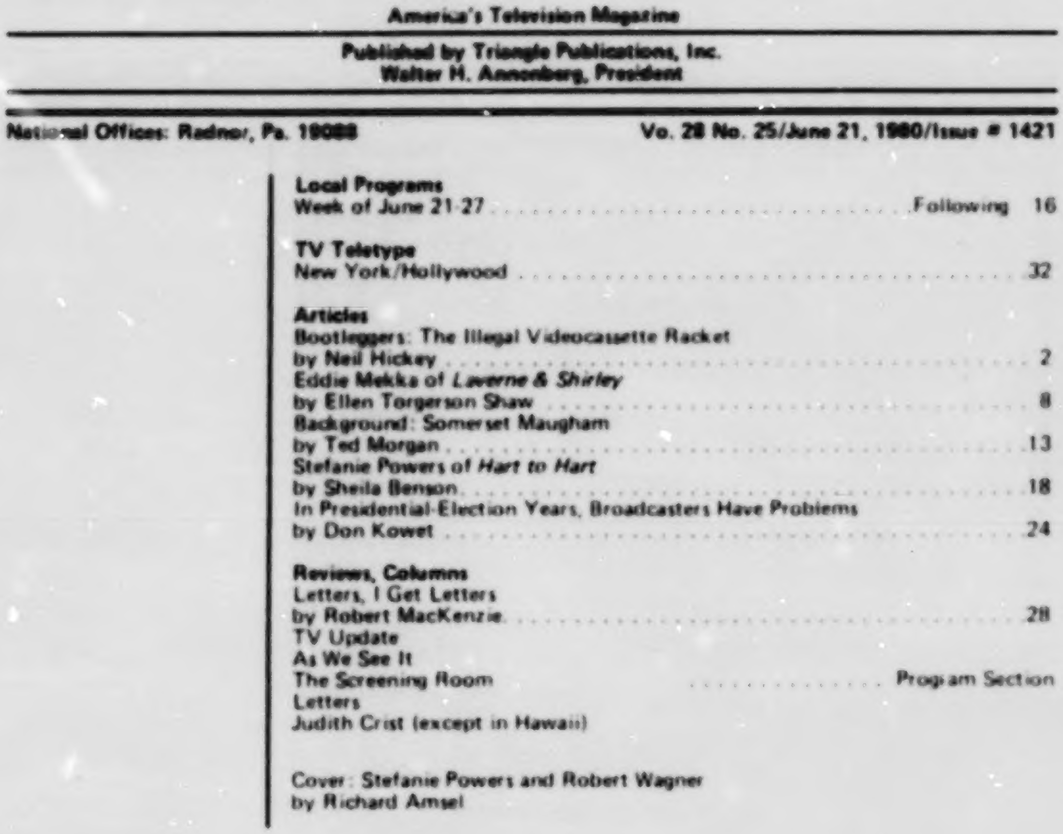
4. **What does skimming mean?**

5. **What are chapters?**

READING STANDARD M-23 – EVALUATION II

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Read the table of contents. Answer the questions listed below. Use your own paper.*



America's Television Magazine

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Local Programs
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by Neil Hickey 2
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by Ellen Torgerson Shaw 8
Background: Somerset Maugham
by Ted Morgan 13
Stefanie Powers of *Hart to Hart*
by Sheila Benson 18
In Presidential-Election Years, Broadcasters Have Problems
by Don Kowet 24

Reviews, Columns
Letters, I Get Letters
by Robert MacKenzie 28
TV Update
As We See It
The Screening Room . . . . Program Section
Letters
Judith Crist (except in Hawaii)

Cover: Stefanie Powers and Robert Wagner
by Richard Amsel

1. **What is the title of this magazine?** ______
2. **On what page would you find an article about "Hart to Hart"?** ______
3. **Who is the author of "Letters, I Get Letters"?** ______
4. **How many main divisions or chapters are there in this magazine?** ______
5. **Where would you look for information about the election of a President?** ______
   a. **Title of Article?** ______
   b. **Page found on?** ______

READING STANDARD M-23 – EVALUATION III

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Read the table of contents. Answer the questions on your own paper.*

Example: 1. Chapter 3

TABLE OF CONTENTS

CHAPTER 1
The History of Quilting in the U.S. 18
Newspaper Stuffing, 23, Blanket Stuffing, 25

CHAPTER 2
Patching Out of Necessity 57
Saving Every Scrap, 63; One-Patch Patterns, 69;
Two-Patch Patterns, 75; Multi-Patch Patterns, 81

CHAPTER 3
The Luxury of Appliqued Quilts 89
Patterns, 94

CHAPTER 4
The Quilting Craze 114
Frame, 119; Batting, 121; Needles, 123, Folklore, 124

In what chapter would you most likely find information on:

1. **appliqued quilt patterns?** **chapter** ____________
2. **quilt frames?** **chapter** ____________
3. **one-patch patterns?** **chapter** ____________
4. **blanket stuffing?** **chapter** ____________
5. **quilting needles?** **chapter** ____________
6. **multi-patch patterns?** **chapter** ____________
7. **newspaper stuffing?** **chapter** ____________
8. **folklore or quilting?** **chapter** ____________
9. **saving every scrap?** **chapter** ____________
10. **when quilts were first used in the U.S.?** **chapter** ____________

READING STANDARD M-23 – EVALUATION IV

USE A TABLE OF CONTENTS TO IDENTIFY THE CHAPTER MOST LIKELY TO CONTAIN INFORMATION ON A SPECIFIED SUBJECT

Student Directions: *Read the table of contents carefully. Answer the questions on your own paper.*

TABLE OF CONTENTS

		page
Preface		2
Chapter 1:	The Meaning of Homemaking Why study homemaking, 11; What you learn in homemaking, 13; Things I should learn in homemaking, 15.	11
Chapter 2:	Friends Meeting others, 17; Making new friends, 20; Making conversation interesting, 23.	17
Chapter 3:	Relationships What about you?, 30; How do you act with others?, 34; Keeping friends, 46.	30
Chapter 4:	Food and You What food does for you, 68; Breakfast menus, 84; Between meal snacks, 90; Calorie charts, 96.	68

QUESTIONS

1. What does Chapter 1 deal with? ____________________

   a. Preface
   b. Homemaking
   c. Studying

2. On what page do you begin to read about relationships? ____________________

   a. page 3
   b. page 30
   c. page 23

3. On what page in Chapter 4 do you begin to read about breakfast menus? ____________________

   a. page 68
   b. page 90
   c. page 84

4. The subjects in the book are listed in the table of contents: ____________________

   a. alphabetically according to subject
   b. by chapter, according to page number
   c. according to author

5. You want to read about how to be friendly when you meet new people. Which part of the book will you look at first? ____________________

   a. Chapter 1
   b. Chapter 4
   c. Chapter 2

EVALUATION ANSWER KEY

READING STANDARD M-23

EVALUATION I

(Answers will vary.)

EVALUATION II

1. TV Guide
2. 18
3. Robert MacKenzie
4. four
5. a. "In Presidential Election Years, Broadcasters have Problems"
   b. 24

EVALUATION III

1. 3
2. 4
3. 2
4. 1
5. 4
6. 2
7. 1
8. 4
9. 2
10. 1

EVALUATION IV

1. b
2. b
3. c
4. b
5. c

M-24: Use an index to locate a sub-topic by page number.

READING STANDARD M-24 – PREPARATORY SHEET 1
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

TEACHER DIRECTED

EXPLANATION:
An index in a textbook can be a study aid. It is usually found in the back of the book. It lists all the **topics covered** in the book in alphabetical order. The index also gives the numbers of the **pages** on which specific information may be found. After some topic entries, you will find the word **illustration** (or the abbreviation Illus.) This means that there are drawings or pictures on those pages. Other numerals might be followed by the words **diagram** or **map**. When an entry is followed by the word **definition**, you'll know that a term is explained on that page.

Sometimes topics will not have page numbers listed after them. When this happens you must look under the subjects listed after the word **(See)** to find the information you want. If other entries have information listed about your topic, they are listed after **(See also)**.

A comma between two page numbers shows that the topic is mentioned on those two pages only -- not on the pages between them. Sometimes two numerals are separated by a hyphen (196-198). This means that the subject indexed is discussed on pages 196, 197, and 198.

READING STANDARD M-24 – ACTIVITY SHEET 1
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

Student Directions: *Use the index to find information. First, find the right index word. On your own paper write the index word. Then, copy the exact page number(s). The first one is done for you.*

INDEX

Agriculture:	colonial, 456; how it began, 692; improvements in, 685; modern, 86-92.
Airplane:	explanation of flying, 24-26; origin, 114-118; production of, 96; transport, 28.
Alabama:	climate, 14; history of, 15-17; purchase of, 18; resources, 20, 96.
Basketball:	famous players, 210-211; rules of, 212; salaries, 213.
Eyes:	care of 136, far-sighted, 132; near-sighted, 131; strain, 129; rests, 134.
Indians:	in colonial times, 191-194; customs of, 194-199; names of tribes, 200-221; in warfare, 201-205.
Japan:	agriculture, 318; climate, 309; commerce, 319-324; government, 325-340; history, 310-318.

1. **Improvements in farming** Agriculture, 685
2. **Reading and eyestrain** ____________________
3. **The government of Japan** ____________________
4. **The rainfall of Alabama** ____________________
5. **Making money as a sports star** ____________________
6. **Indian warfare** ____________________
7. **Use of transport planes** ____________________
8. **Business in Japan** ____________________
9. **The origin of aviation** ____________________
10. **How to play basketball** ____________________

READING STANDARD M-24 – ACTIVITY SHEET 2
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

Student Directions: *Use the index to answer each of the questions below. Write the page numbers which give information for answering the question.*

INDEX:

Banana
  eating record, 91
  longest, 25
Barber, fastest, 232
Baseball
  batting, homeruns, 203-205
  club records, 211
  origins, 200
  World Series' records, 213
Brain
  heaviest, animal, 134
  largest, smallest, human, 61-62
Cat
  heaviest, oldest, 174
  largest population, 250
  most valuable, 175
Chicken
  eating record, 95
  highest egg-laying rate, 189
Circus
  largest, 112
  other records, 195
Crossword puzzles, first, hardest, 52
Dentist
  most in one country, 230
  most painful, 223
  most painless, 224
Department store
  largest, 115
  largest number in one city, 237
  most profitable, 117
Diamond, largest, heaviest, 36

1. **How old was the oldest cat?** ______________________
2. **Where would you look if you were afraid of pain and dentists?** ______________________
3. **Where could you get a haircut if you were in a hurry?** ______________________
4. **What was the longest circus performance ever?** ______________________
5. **Where should you live if you love cats?** ______________________
6. **How many homeruns did Babe Ruth hit?** ______________________
7. **Where can you find the biggest department store?** ______________________
8. **How many bananas would you have to eat to break a record?** ______________________
9. **Who won the baseball World Series in 1962?** ______________________
10. **Where should you go if you want to buy a very big diamond?** ______________________

READING STANDARD M-24 – ACTIVITY SHEET 3

USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

Student Directions: *Below is a sample index from a newspaper. Answer the following questions as they relate to the index.*

INDEX

Amusements	B5
Business	A9, 10
Classified	C5-15
Comics	B6
Editorials	A14
Letters	A14
Obituaries	C16
Sports	D1-10
Stocks	A10-13
Theatres	B4
T.V. Listings	B8
Weather	C4

1. **Where would you find out who won the World Series?** ____________________
2. **What section would tell you if it was a good day for the beach?** ____________________
3. **You are taking a friend to a movie. Where will you find out how much this will cost?** ________
   ____
4. **You own 100 shares of AT&T stock certificates. How will you find out if you made some money?** ____________________
5. **Where will you look to find out if tonight's "Mork and Mindy" show is a rerun?** ____________
6. **You have written a letter concerning the problem of air pollution. Where would you look for your response?** ____________________
7. **Where would you find information about "Snoopy" and "Charlie Brown"?** ____________
   ____

READING STANDARD M-24 – ACTIVITY SHEET 4
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

The "yellow pages" of a telephone book will index companies and services. Instead of giving you a page number where you can find what you need, the Yellow Pages will list a telephone number.

LAUNDRIES

Laundries

A-American Launderers
323 Pine Avenue 312-4621

Acme Cleaners and Laundry
15 King Road 765-1412

Broadway Cleaners
47 East Broadway 312-6234

LAUNDRY EQUIPMENT

Commercial Sales Inc.
167 Spring Drive 476-1043

Laundry Equip. Co.
19 Grove Avenue 312-0013

Wash & Dry Inc.
296 Maple Road 737-4542

LAWNS

Always Green, Inc.
1925 Ranch Rd. 456-1034

Chem Lawn
101 Alice Avenue 795-0234

LEATHER GOODS

Bag Plus
141 Oxford 967-0412

Leather Den
304 Broadway 465-1932

LETTER SERVICE

SEE "Copying & Duplicating Service"

LIBRARY EQUIPMENT

Ace Shelving
1396 Foster Ave 312-2213

Library Services Inc.
201 Main St. 312-1001

LIGHTING

Candlelite Lighting Repairs
421 Grove Ave 476-1919

Design Lighting Sales
1301 Watts Lane 762-1037

Lamp Lighter Inc.
413 Forrest St. 312-1396

Student Directions: *Number your paper from 1-5. Use the sample "Yellow Pages" listing above to answer the following questions. Write the letter of the correct answer on your answer sheet.*

1. **You have broken your lamp and want to get it repaired. Which company will you call?**

   a. Commercial Sales,Inc.
   b. Candlelite Lighting Repair
   c. Design Lighting Sales
   d. Always Green, Inc.

Continued on next page

READING STANDARD M-24 – ACTIVITY SHEET 4
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

(Continued)

2. Someone spilled ink on your coat. What number will you call to get it cleaned?

   a. 312-0013
   b. 967-0412
   c. 762-1037
   d. 765-1412

3. You need to have some letters typed. Where will you find help?

   a. 304 Broadway
   b. Yellow Pages under "Copying & Duplicating Service."
   c. 296 Maple Road
   d. Yellow Pages under "Letter Writing"

4. You want to open a laundry. How many companies are listed where you can find the equipment you need?

   a. 0
   b. 1
   c. 2
   d. 3

5. What number would you call if you wanted a hand-made leather belt?

   a. 465-1932
   b. 312-0013
   c. 795-0234
   d. 476-1919

ACTIVITY ANSWER KEY

READING STANDARD M-24

ACTIVITY 1

1. Agriculture, 685
2. Eyes, 129
3. Japan, 325-340
4. Alabama, 14
5. Basketball, 213
6. Indians, 201-205
7. Airplane, 28
8. Japan, 319-324
9. Airplane, 114-118
10. Basketball, 212

ACTIVITY 2

1. 174
2. 224
3. 232
4. 195
5. 250
6. 203-205
7. 115
8. 91
9. 213
10. 36

ACTIVITY 3

1. D1-10
2. C4
3. B4
4. A10-13
5. B8
6. A14
7. B6

ACTIVITY 4

1. b
2. d
3. b
4. d
5. a

READING STANDARD M-24 – EVALUATION I

USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

Student Directions: ***Number your paper from 1-5. Using the index to answer the questions below, write the letter of the correct answer on your answer sheet.***

INDEX

Hockey: history, 32-35, 37; officials, 42, 43, 45-47; playing time, 44, 47, 48; puck, 49, 50, 52; rink, 53-55, 57; skills, 36, 38, 39, 41

Maryland: location, 68-71, 73; mining, 76, 79, 80, 82; rivers and lakes, 74, 75, 77, 78; soil, 81, 83-85; "The Star-Spangled Banner," 88, 92-94; transportation, 86, 87, 89-91

Owl: bird of prey, 121, 122; claws, 125, 137-129; defense mechanism, 117-119; eyes, 120, 123, 124, 126; skull, 130, 131, 133, 134

Peach: blossoms, 154, 155, 157; growing season, 150, 152, 153, 155; handling, 158, 159; skin, 161, 162; uses, 163-166, 168; varieties, 146-149, 151, 169

1. **On what pages would you find information concerning "The Star-Spangled Banner"?** ______

______

a. 127-129
b. 161, 163-166
c. 88, 92-94
d. 45-47

2. **On what pages would you find information concerning fresh-water fishing in Maryland?** ____

______

a. 68-71
b. 74, 75, 77, 78
c. 81, 83-85
d. 86, 87, 89-91

Continued on next page

READING STANDARD M-24 – EVALUATION I

USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

(Continued)

3. How many pages deal with an Owl's defense mechanism? ______

   a. 1
   b. 2
   c. 3
   d. 4

4. Which topic under Peach has the most pages? ______

   a. blossoms
   b. varieties
   c. growing season
   d. uses

5. On what pages would you probably find out if you would be a good hockey player? ______

   a. 36, 38, 39, 41
   b. 44, 47, 48
   c. 42, 43, 45-47
   d. 32-35, 37

READING STANDARD M-24 – EVALUATION II

USE AN INDEX TO LOCATE A SUB TOPIC BY PAGE NUMBER

Student Directions: ***Number your paper from 1-5. Answer the following questions as they relate to the index. Place the letter of the correct answer on your answer sheet.***

INDEX

Cameras, 61
Coin Collections, 111-114
Displaying Collections, 5-10, 14
Doll Costumes, 21, 24
Drawing, 72-75
Flower Arrangements, 12, 43
Indoor Plants, 45-48
Origami, 142-145
Photography, 60-67
Pottery, 86-93
Raising Vegetables, 49-55
Sewing, 123-133
Stamps, 115-122
Telescopes, 33, 36
Watercolors, 78-80
Wood Working Tools, 80

1. **Can anyone learn to draw?**
   - a. 72-75
   - b. 45-48
   - c. 60-67
   - d. 115-122
2. **Will tomatoes grow in partial shade?**
   - a. 61
   - b. 5-10, 14
   - c. 45-48
   - d. 49-55
3. **At what temperature is most pottery fired?**
   - a. 78-80
   - b. 86-93
   - c. 142-145
   - d. 80
4. **What is a dressmaker's doll?**
   - a. 5-10, 14
   - b. 142-145
   - c. 80
   - d. 123-133
5. **How can I display my stamp collection?**
   - a. 142-145
   - b. 115-122
   - c. 5-10, 14
   - d. 111-114

READING STANDARD M-24 – EVALUATION III
USE AN INDEX TO LOCATE A SUB-TOPIC BY PAGE NUMBER

Student Directions: *Use the index to indicate on which pages you will find the answers to these questions. Number your paper from 1-5 and write the letter of the correct answer on your answer sheet.*

INDEX

Arkansas: animal life, 24-27, 29; early explorations, 17-19, 21, 22; manufacturing, 30, 31, 33; motto, 34-37; natural resources, 20, 22, 23

Beetle: defenses, 46, 47, 49, 50; feeding, 56, 58-60; size, 48, 51, 52; sounds, 61, 62, 64; wings, 53-55, 57; young, 69, 70, 72

Bowling: aiming, 92-94; grip, 95, 96, 98; history, 81-84, 86; scoring, 93-99-101; terms, 89-91

Canoe: bark, 132, 133, 135; canvas, 134, 136-139; equipment, 121-123, 125; paddles, 129, 131; weight, 124, 126-128

1. **Which sub-topic under Canoe has the most pages?**

   a. weight
   b. canvas
   c. paddles
   d. equipment

2. **On which pages would you probably learn what beetles eat?**

   a. 56, 58-60
   b. 69, 70, 72
   c. 46, 47, 49, 50
   d. 61, 62, 64

3. **Where would you find a vocabulary list for Bowling?**

   a. 81-84, 86
   b. 93, 99-101
   c. 92-94
   d. 89-91

4. **Where could you find information about oil wells in Arkansas?**

   a. 17-19, 21, 22
   b. 20, 22, 23
   c. 34, 37
   d. 30, 31, 33

5. **On which pages would you probably find information about how to make a canoe out of a tree?**

   a. 134, 136-139
   b. 121-123, 125
   c. 132, 133, 135
   d. 124, 126-128

EVALUATION ANSWER KEY

READING STANDARD M-24

EVALUATION I

1. c
2. b
3. c
4. b
5. a

EVALUATION II

1. a
2. d
3. b
4. d
5. c

EVALUATION III

1. b
2. a
3. d
4. b
5. c

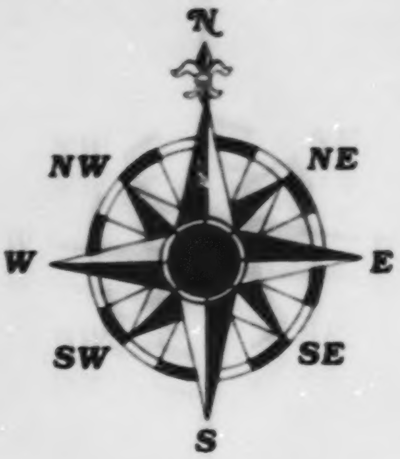
M-25: Use directions to locate a specific place on a map.

READING STANDARD M-25 – PREPARATORY SHEET 1

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

TEACHER DIRECTED

EXPLANATION: Map makers use symbols on maps to help you find directions. Some maps use a compass rose to show direction. Once you know where north is, it is easy to find, south, east, and west. Sometimes it is necessary to name a point half-way between two main directions. Here is an example of a compass rose.



Once you have found the directions on a map, it is important to know what symbols the map maker used to label places on the map. You will find these symbols explained on the map "KEY or LEGEND". Some common symbols are:

town or city
● ○

larger cities
◎

country or state capital
★ ✪

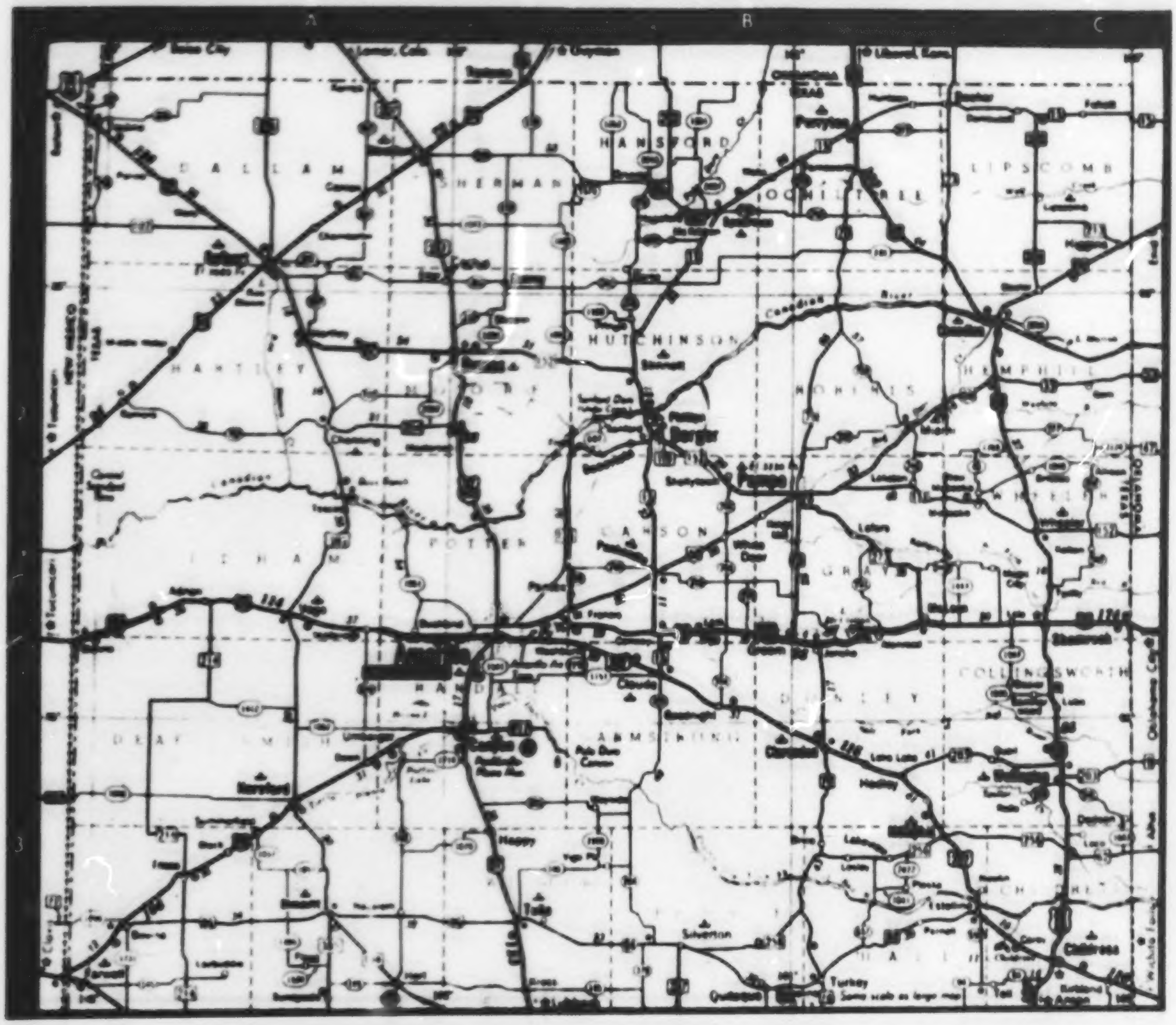
state boundary
—●—●—●—

international boundary
—●●—●●—●●—

READING STANDARD M-25 – PREPARATORY SHEET 2
USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

TEACHER DIRECTED

EXPLANATION: A road map is a specific type of map that uses its own language.


A
B
C
DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
RANDALL
DEAF SMITH
ARMSTRONG
DONLEY
COLLINGSWORTH
HALL
Borger
Pampa
Hereford
Shamrock
Silverton
Childress
Turkey
Quitaque
NEW MEXICO
TEXAS
OKLAHOMA
TEXAS

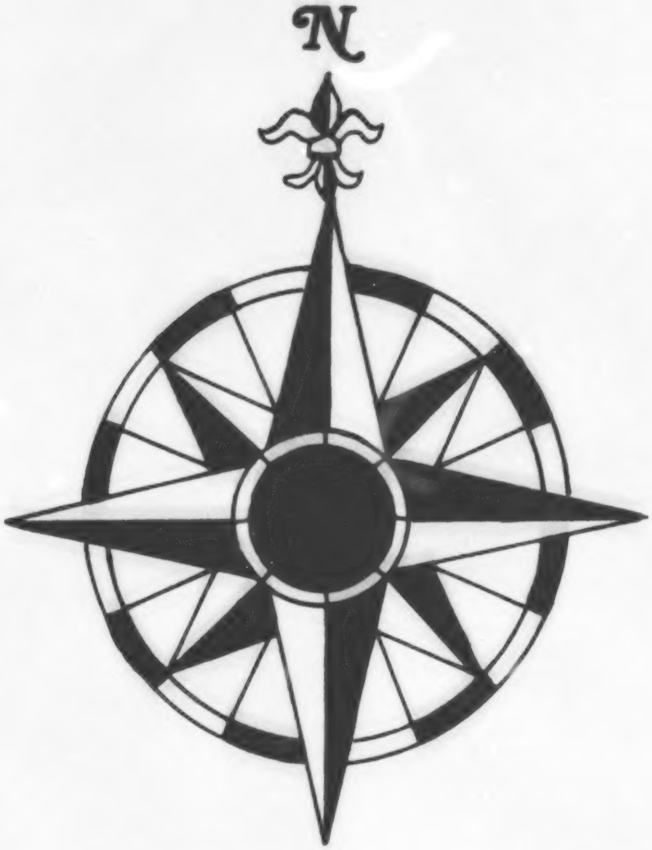
On the road map printed above, the letters A, B, C are along thetop and the numbers 1, 2, 3 go down the sides. This down and across pattern is called a **grid**. The white lines at the edge show you where each square of the grid begins and ends. You need to imagine that the lines continue across the map. When you are trying to find a city or town you could look in the map index and find out at what points the town is located. Once you have found where the letter and number meet, you'll know that the town you are looking for is within the area.

READING STANDARD M-25 – ACTIVITY SHEET 1

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

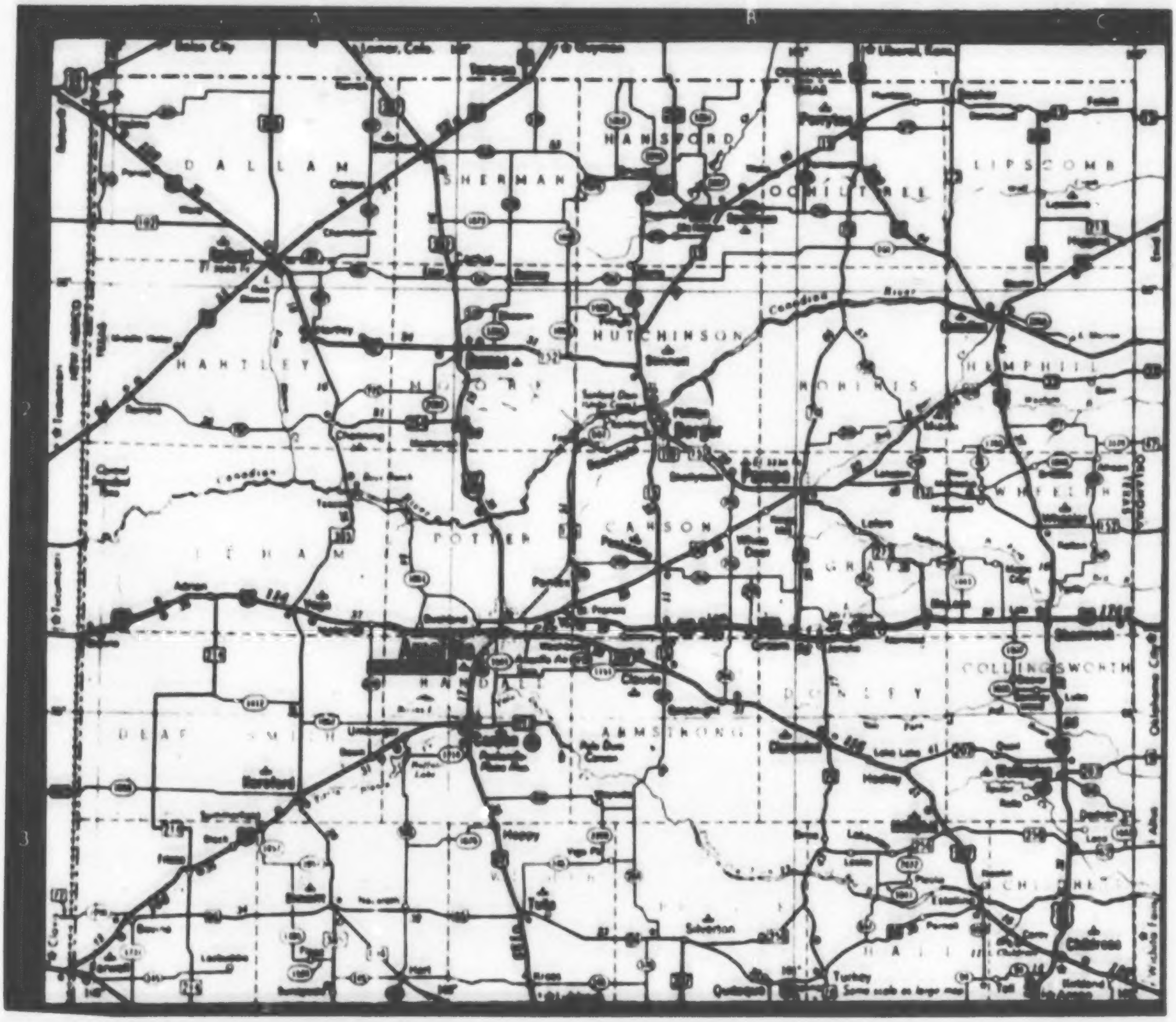
Student Directions: *North has been located for you on the compass rose printed below. Draw the compass rose on your own paper. Label the three other main directions and the four "halfway" directions.*

Write the letter and number that tell the grid location of the following cities on your own paper.



READING STANDARD M-25 – ACTIVITY SHEET 2
USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Use this road map to answer the questions below.*


A
B
C
DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
HALL
CHILDRESS
Amarillo
Borger
Pampa
Canadian River
Silverton
Hereford
Happy
Tulia
Turkey
Quitaque
Same scale as large map

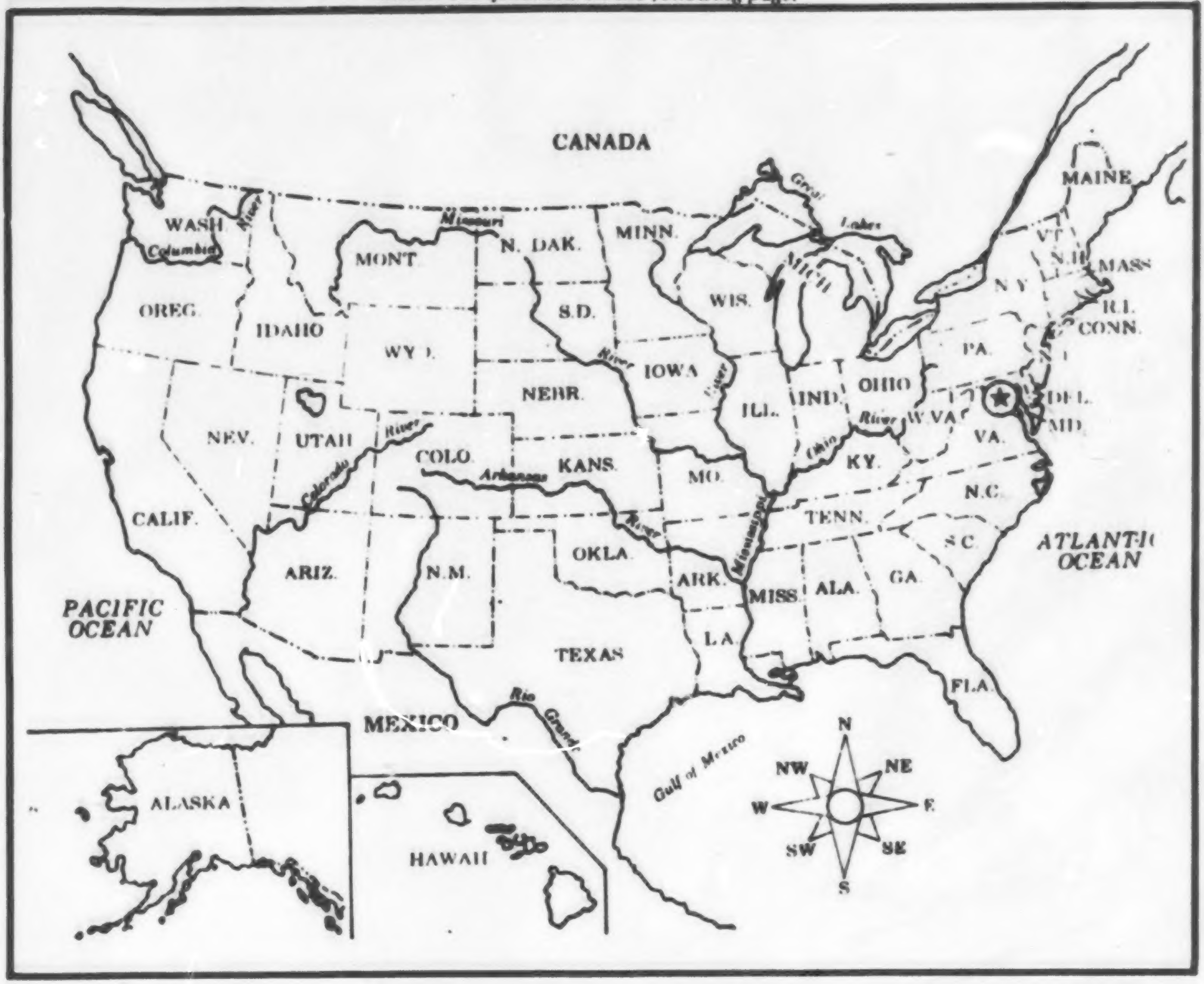
Write the letter and number that tell the grid location of the following cities on your own paper.

1. **Amarillo**
2. **Dumas**
3. **Borger**
4. **Pampa**
5. **Higgins**
6. **Memphis**
7. **Alanreed**
8. **Dimmith**
9. **Adrian**
10. **Hartley**

READING STANDARD M-25 – ACTIVITY SHEET 3

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information listed on the map of the United States (below), answer the questions on the following page.*


CANADA
WASH.
Columbia
River
MONT.
Missouri
N. DAK.
MINN.
Great
Lakes
MAINE
VT.
N.H.
MASS.
N.Y.
R.I.
CONN.
MICH.
OREG.
IDAHO
WY.
S.D.
WIS.
PA.
River
IOWA
Upper
OHIO
NEBR.
ILL.
IND.
DEL.
MD.
W. VA.
NEV.
UTAH
River
Ohio
River
VA.
COLO.
Colorado
Arkansas
KANS.
MO.
KY.
N.C.
CALIF.
TENN.
Mississippi
River
OKLA.
S.C.
ATLANTIC OCEAN
ARIZ.
N.M.
ARK.
MISS.
ALA.
GA.
PACIFIC OCEAN
LA.
TEXAS
FLA.
Rio
Grande
MEXICO
Gulf of Mexico
N
NW
NE
W
E
SW
SE
S
ALASKA
HAWAII

Continued on next page

READING STANDARD M-25 – ACTIVITY SHEET 3

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

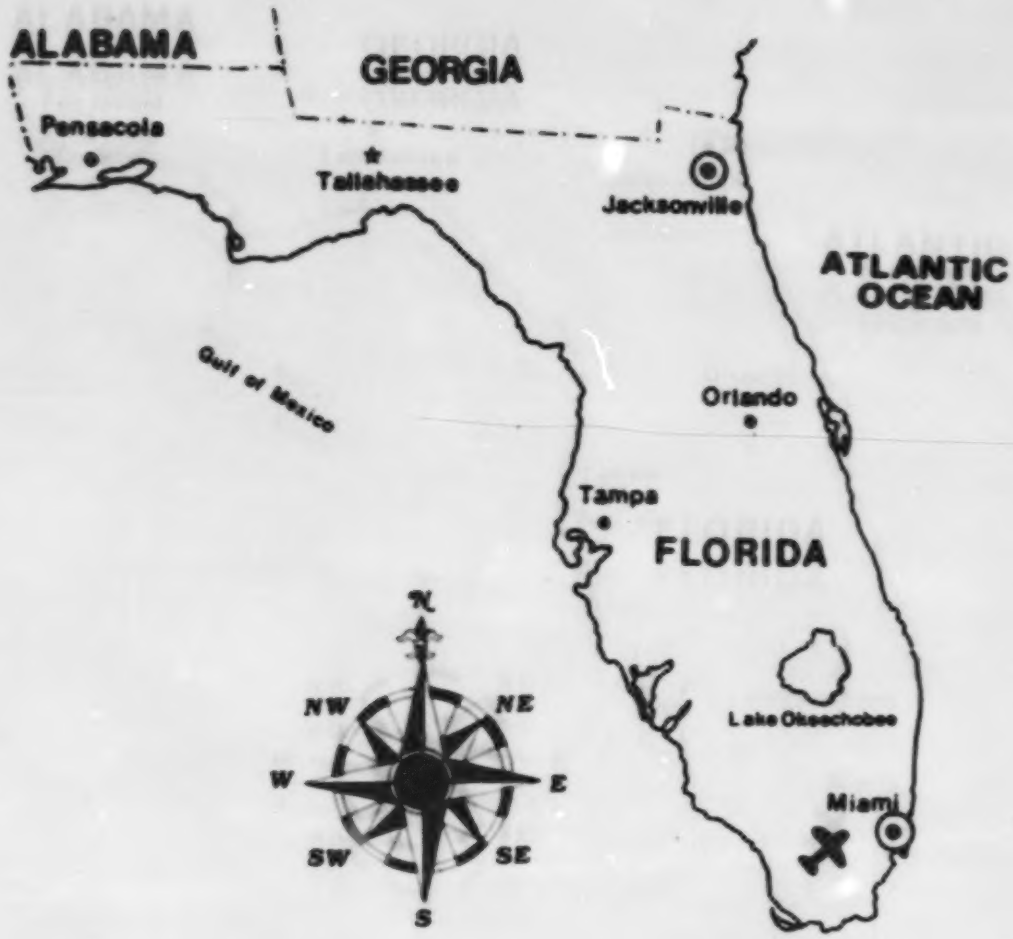
Student Directions: *Number your paper from 1-10. Complete each sentence with the name of a direction (north, northeast, east, southeast, south, southwest, west, northwest).*

1. **The Columbia River is in the ____________________ corner of the United States.**
2. **Canada is ________________________________ of the United States.**
3. **Texas is ______________________________________ of Illinois.**
4. **The Arkansas River runs through the ____________________ section of Oklahoma.**
5. **New York is ____________________________________ of Wisconsin.**
6. **Florida is ________________________________ of the Gulf of Mexico.**
7. **South Dakota is ____________________________________ of Nebraska.**
8. **Arizona is in the ____________________________ section of the United States.**
9. **Kentucky is ________________________________ of the Mississippi River.**
10. **Maine is in the ____________________________ corner of the United States.**

READING STANDARD M-25 – ACTIVITY SHEET 4

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information listed on the Florida map, answer the questions on the following page.*


ALABAMA
GEORGIA
Pensacola
Tallahassee
Jacksonville
ATLANTIC OCEAN
Gulf of Mexico
Orlando
Tampa
FLORIDA
Lake Okeechobee
Miami
N
NW
NE
W
E
SW
SE
S

Continued on next page

READING STANDARD M-25 – ACTIVITY SHEET 4

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Number your paper from 1-10. Write true if the answer is true. Write false if the answer is false.*

_____________ 1. Pensacola is East of Tallahassee.

_____________ 2. Jacksonville is East of Tallahassee.

_____________ 3. Miami is the state capitol.

_____________ 4. Tampa is a larger city than Jacksonville.

_____________ 5. Miami is southwest of Pensacola.

_____________ 6. Alabama is on Georgia's western border.

_____________ 7. Lake Okeechobee is southwest of Tampa.

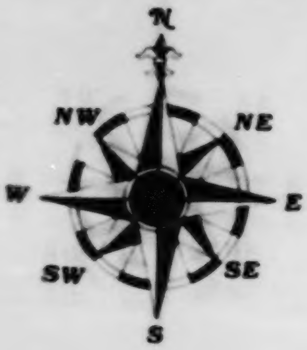
_____________ 8. Orlando is south of Jacksonville.

_____________ 9. Orlando is northeast of Tampa.

_____________ 10. Tampa is on the west coast of Florida.

READING STANDARD M-25

ACTIVITY 1



ACTIVITY 2

1. A-3
2. A-2
3. B-2
4. B-2
5. C-2
6. B-3
7. B-3
8. A-3
9. A-2
10. A-2

ACTIVITY 3

1. northwest
2. north
3. southwest
4. northeast
5. east
6. east
7. north
8. southwest
9. east
10. northeast

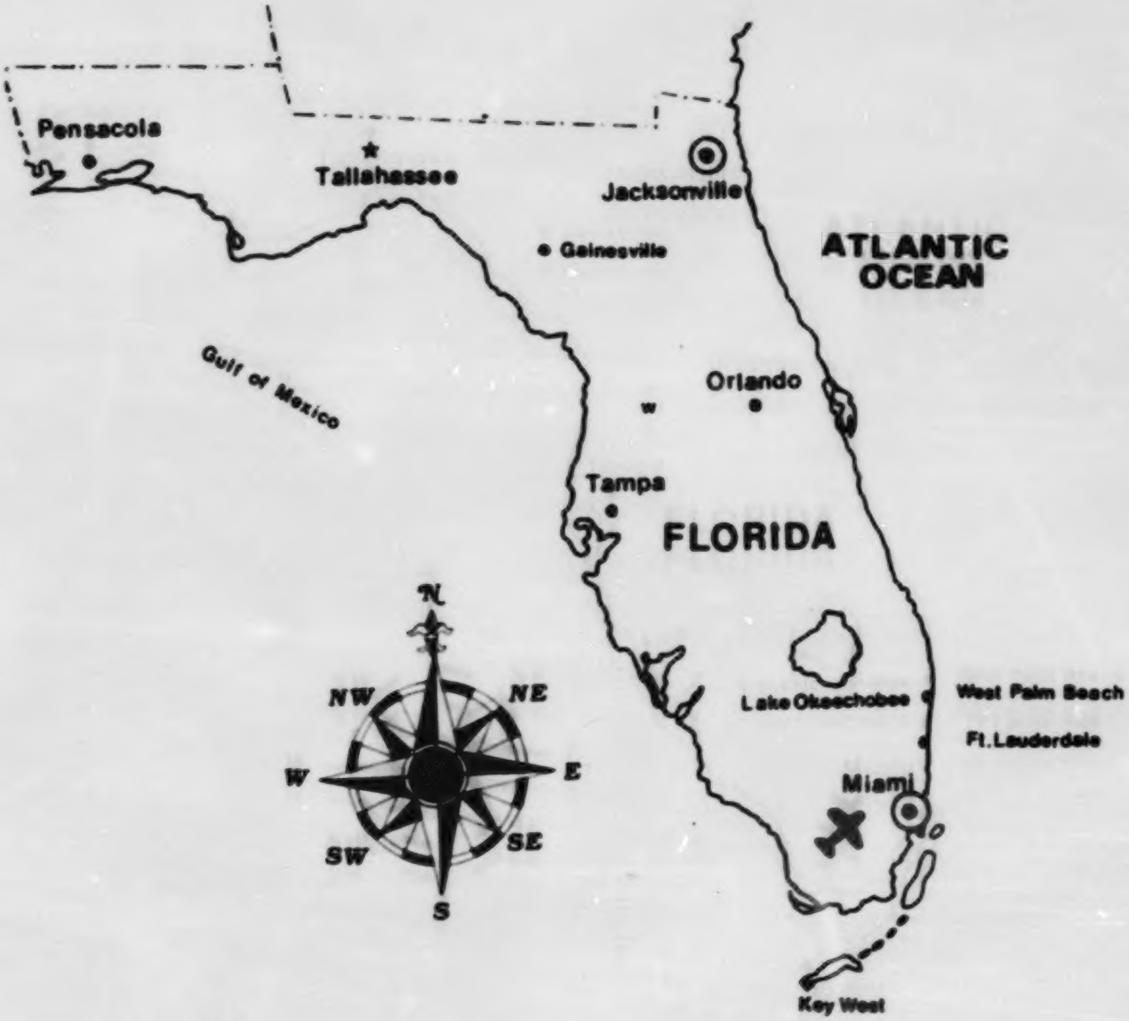
ACTIVITY 4

1. false
2. true
3. false
4. false
5. false
6. true
7. false
8. true
9. true
10. true

READING STANDARD M-25 – EVALUATION I

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information listed on the map of Florida (below), answer the questions on the following page.*


Pensacola
Tallahassee
Jacksonville
Gainesville
ATLANTIC OCEAN
Gulf of Mexico
Orlando
w
Tampa
FLORIDA
N
NW
NE
W
E
SW
SE
S
Lake Okeechobee
West Palm Beach
Ft. Lauderdale
Miami
Key West

Continued on next page

READING STANDARD M-25 – EVALUATION I

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Number your paper from 1-5. Write the letter of the correct answer on your answer sheet.*

1. **What city is northwest of Orlando?**
   - a. Tallahassee
   - b. Tampa
   - c. West Palm Beach
   - d. Jacksonville

2. **What city is east of Tallahassee?**
   - a. Tampa
   - b. Pensacola
   - c. Jacksonville
   - d. Key West

3. **What city is northwest of Ft. Lauderdale?**
   - a. Miami
   - b. West Palm Beach
   - c. Key West
   - d. Tampa

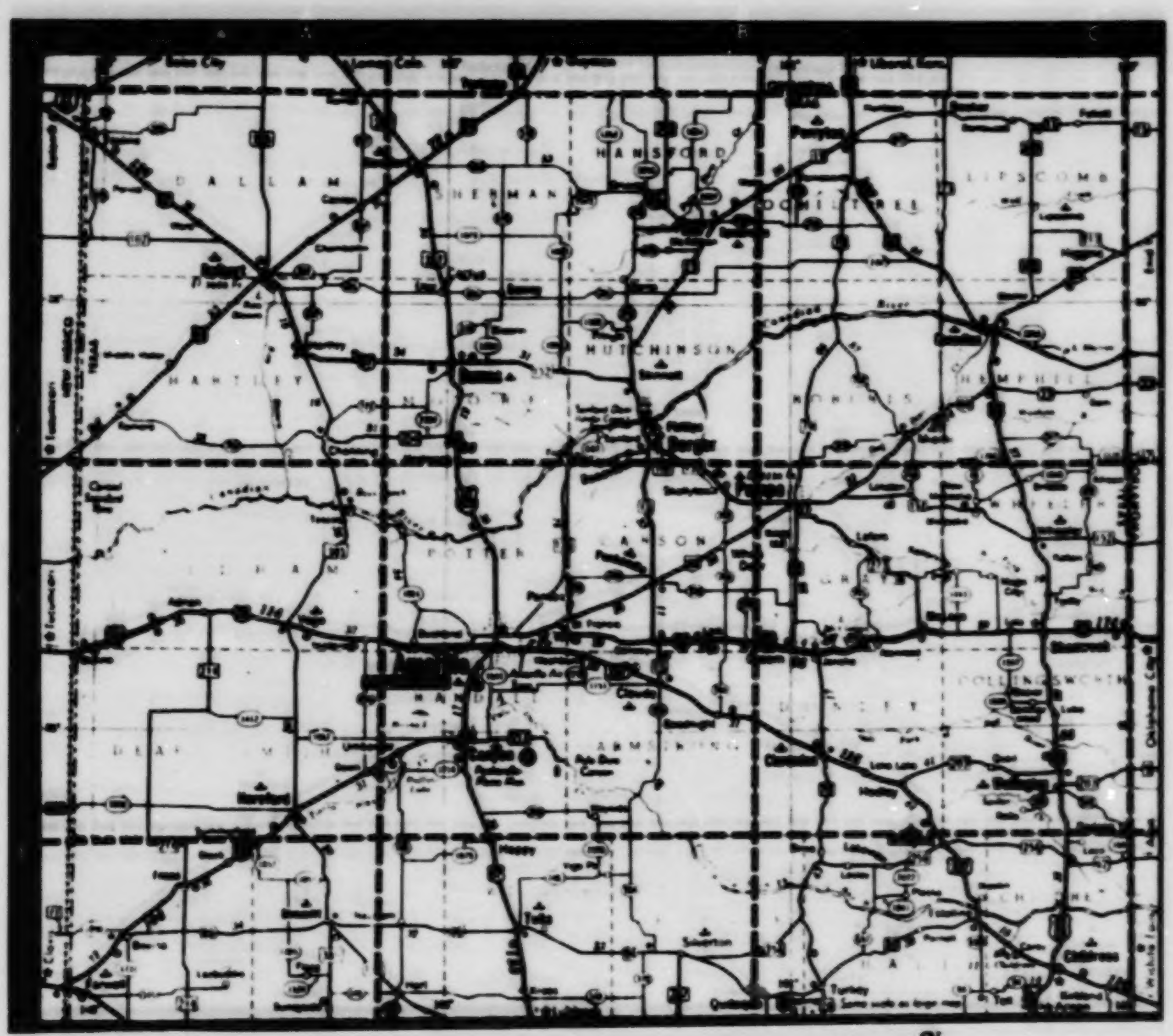
4. **What city is southeast of Gainesville?**
   - a. Tampa
   - b. Orlando
   - c. Jacksonville
   - d. Tallahassee

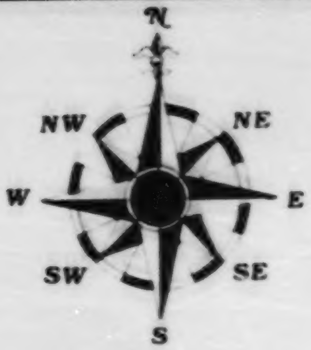
5. **What city is northeast of Tampa?**
   - a. Pensacola
   - b. West Palm Beach
   - c. Jacksonville
   - d. Key West

READING STANDARD M-25 – EVALUATION II

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information listed on the map below, answer the questions on the following page.*


DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
POTTER
CARSON
GRAY
WHEELER
DEAF SMITH
RANDALL
ARMSTRONG
DONLEY
COLLINGSWORTH
HALL


N
NE
E
SE
S
SW
W
NW

Continued on next page

READING STANDARD M-25 – EVALUATION II
USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Number your paper from 1-5. Choose the answer that best completes the following statements.*

1. **The town of Tulia is at ______________.**

   a. A-3
   b. B-3
   c. A-2
   d. B-2

2. **Perico is a town at ______________.**

   a. A-1
   b. A-2
   c. B-1
   d. B-2

3. **Happy is a town located in grid ________.**

   a. C-1
   b. B-2
   c. A-3
   d. B-3

4. **The town of Booker is at ___________.**

   a. B-1
   b. C-1
   c. C-2
   d. B-2

5. **Wellington is a town at ____________.**

   a. A-3
   b. B-1
   c. C-1
   d. C-3

READING STANDARD M-25 – EVALUATION III
USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Refer to the map for help in answering the questions below.*

1. Anchorage, Alaska is ______________________ of Winnipeg, Canada.

   a. northeast
   b. southeast
   c. southwest
   d. northwest

2. Mexico City, Mexico is ______________________ of Washington, D.C.

   a. northeast
   b. southeast
   c. southwest
   d. northwest

3. The Rocky Mountains are ______________________ of the Appalacian Mountains.

   a. north
   b. south
   c. east
   d. west

4. Great Bear Lake is ______________________ of Great Salt Lake.

   a. north
   b. south
   c. east
   d. west

5. The capitol of the United States is ______________________ of the capitol of Canada.

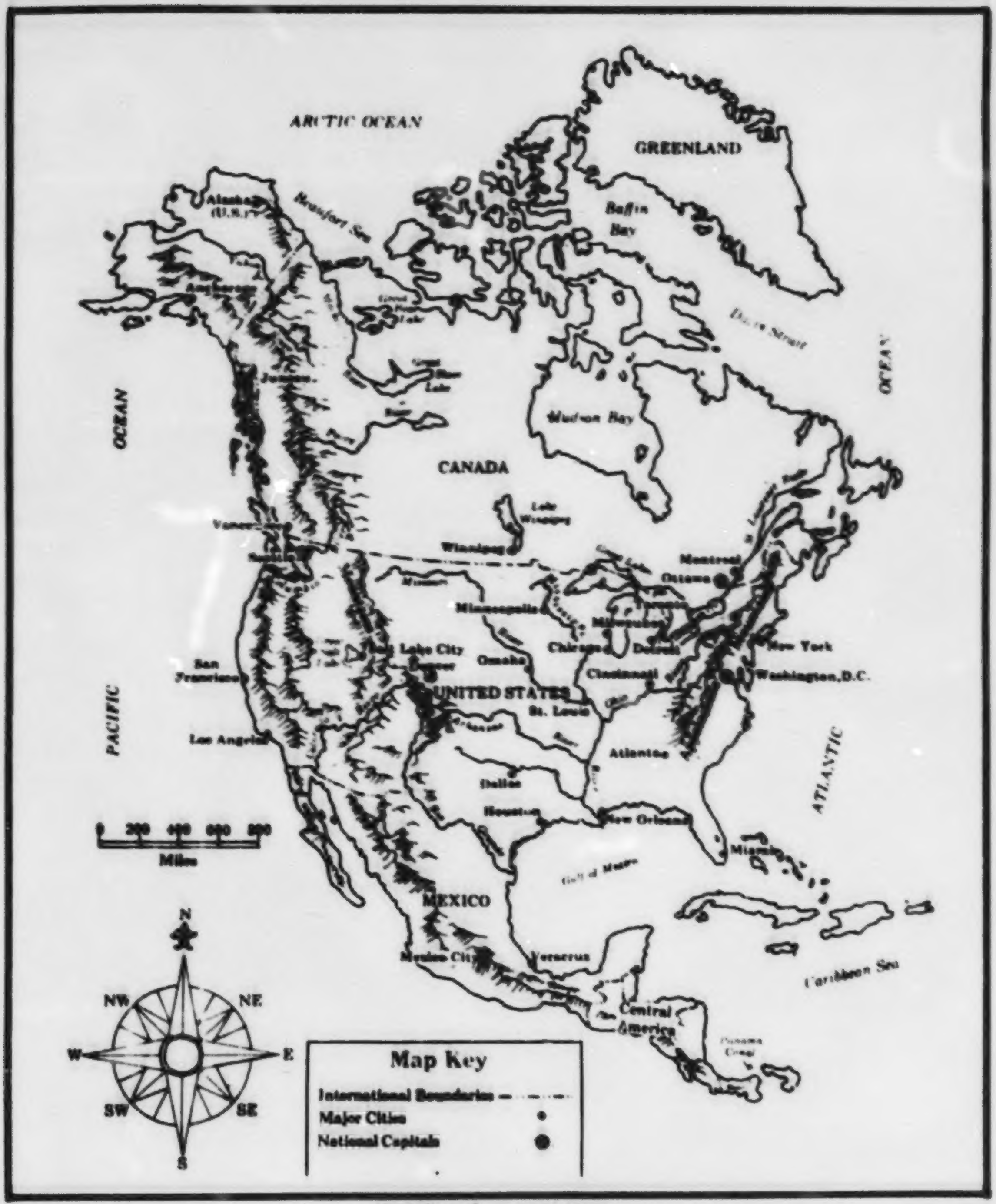
   a. south
   b. southeast
   c. southwest
   d. north

Continued on next page

READING STANDARD M-25 – EVALUATION III

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information given on the map of North America (below), answer the questions on the following page.*

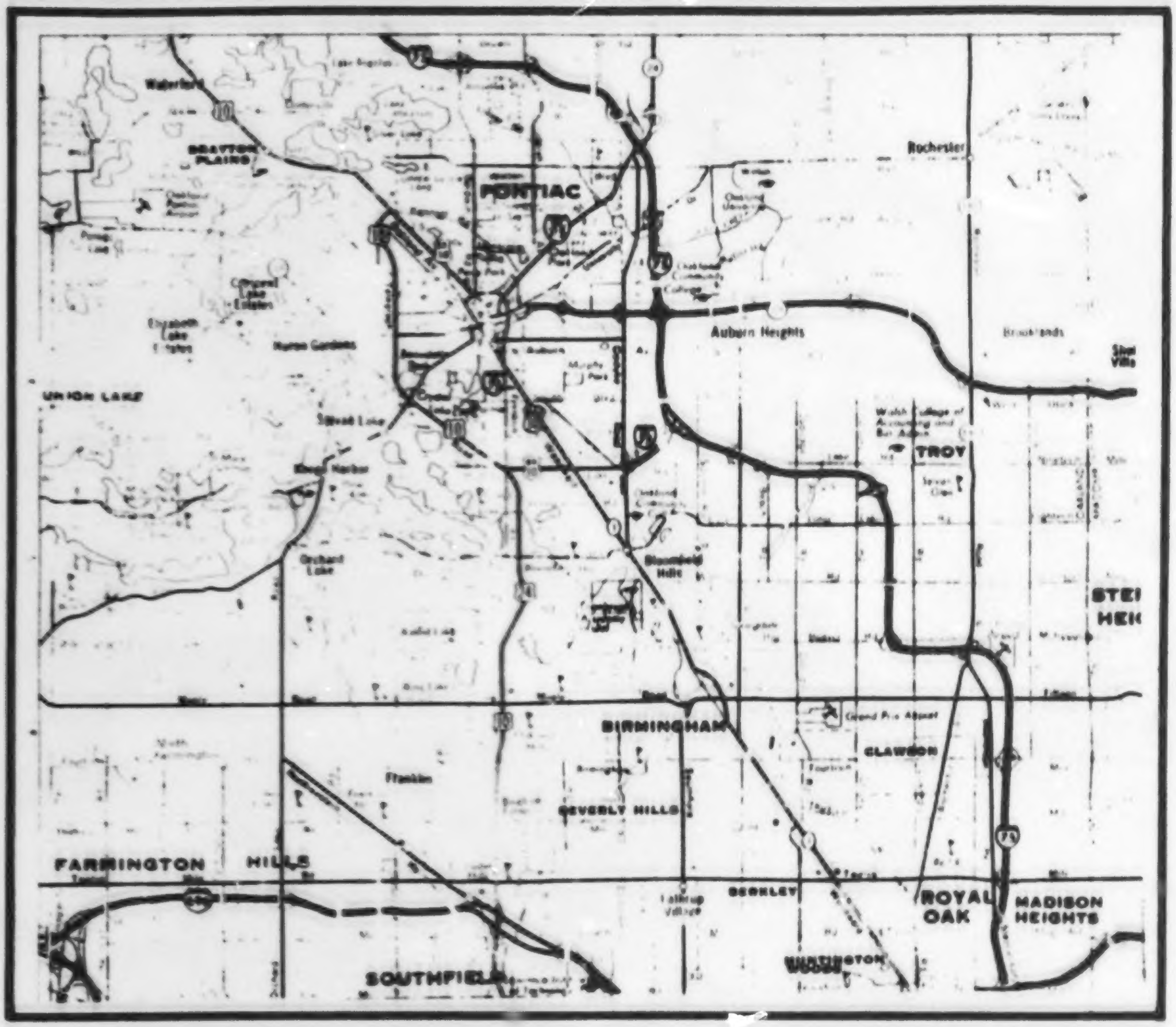

ARCTIC OCEAN
GREENLAND
Baffin Bay
Davis Strait
Beaufort Sea
Alaska (U.S.)
Anchorage
Juneau
Hudson Bay
CANADA
Lake Winnipeg
Winnipeg
Vancouver
Seattle
Montreal
Ottawa
Minneapolis
Milwaukee
Chicago
Detroit
New York
Washington, D.C.
Salt Lake City
Denver
Omaha
Cincinnati
San Francisco
UNITED STATES
St. Louis
Los Angeles
Atlanta
Dallas
Houston
New Orleans
Miami
Gulf of Mexico
MEXICO
Mexico City
Veracruz
Central America
Panama Canal
Caribbean Sea
PACIFIC OCEAN
ATLANTIC OCEAN
0 200 400 600 800
Miles
N
NW
NE
W
E
SW
SE
S
Map Key
International Boundaries
Major Cities
National Capitals

Continued on next page

READING STANDARD M-25 – EVALUATION IV

USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Using the information listed on the road map below, answer the questions on the following page.*


Waterford
DRAYTON PLAINS
PONTIAC
Rochester
Auburn Heights
Brooklands
UNION LAKE
Elizabeth Lake Estates
Huron Gardens
Sylvan Lake
Keego Harbor
Orchard Lake
Bloomfield Hills
TROY
BIRMINGHAM
CLAWSON
Franklin
BEVERLY HILLS
FARMINGTON HILLS
Lathrup Village
BERKLEY
ROYAL OAK
MADISON HEIGHTS
HUNTINGTON WOODS
SOUTHFIELD
75

Continued on next page

READING STANDARD M-25 – EVALUATION IV
USE DIRECTIONS TO LOCATE A SPECIFIC PLACE ON A MAP

Student Directions: *Number your paper from 1-5. Refer to the map for help in answering the questions below. Write the letter of the correct answer on your answer sheet.*

1. **What direction would you be traveling if you went from Royal Oak to Troy?**
   - a. north
   - b. south
   - c. east
   - d. west

2. **Drayton Plains is located at ____________________________ .**
   - a. B-1
   - b. B-2
   - c. A-1
   - d. A-2

3. **What lake is located southeast of Cass Lake?**
   - a. Orchard Lake
   - b. Pine Lake
   - c. Sylvan Lake
   - d. Elizabeth Lake

4. **Farmington Hills is located _________________________ of Pontiac.**
   - a. northeast
   - b. southeast
   - c. southwest
   - d. northwest

5. **Berkley is located at ________________________________ .**
   - a. A-1
   - b. B-2
   - c. C-1
   - d. C-3

EVALUATION ANSWER KEY

READING STANDARD M-25

EVALUATION I

1. a
2. c
3. d
4. b
5. c

EVALUATION II

1. a
2. a
3. c
4. b
5. d

EVALUATION III

1. d
2. c
3. d
4. a
5. a

EVALUATION IV

1. a
2. c
3. b
4. c
5. d